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ABSTRACT

This document provides case studies that represent a sampling of successful public library joint ventures in California and other U.S. cities and counties. Chapter 1 defines what a partnership is and how a joint venture differs from a partnership. It also describes the benefits of partnering, the knowledge, attitude, and skills required, and how to develop, evaluate, and promote new partnerships. Chapter 2 addresses library partnerships with public agencies and provides four case studies that exemplify those types of library partnerships. Chapter 3 identifies library partnerships with foundations and nonprofits, supplies six case studies, and offers details on community foundations in California. Chapter 4 explores library partnerships with businesses and provides four case studies, three of them from libraries outside of California. Chapter 5 outlines information on library partnerships with the media and three case studies of successful library/media partnerships. Chapter 6 provides an A to Z guide to partnership methodology and structure. (Contains 25 references.) (MES)

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JOINT VENTURES:

The Promise, Power and Performance of Partnering

California State Library
2001

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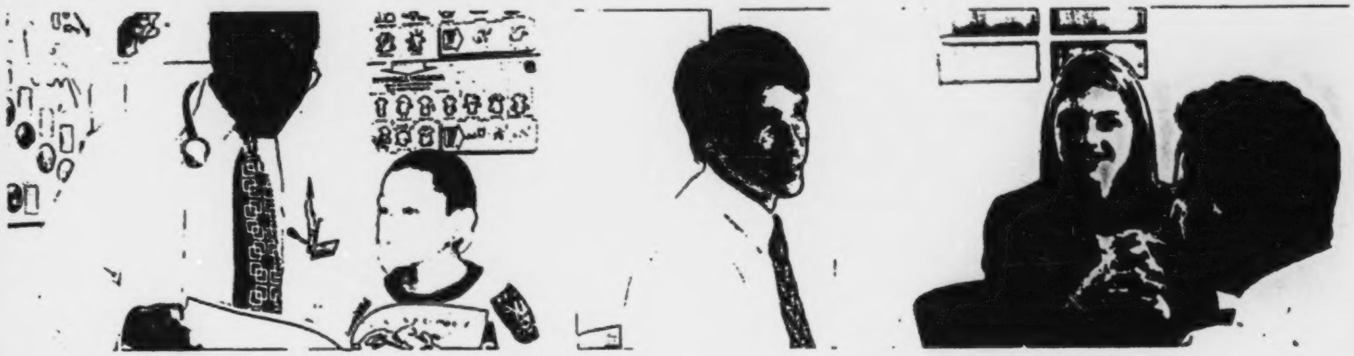
Joan Waters and Patricia M. Y. Wong



A Message from the State Librarian

Joint ventures and partnerships top the list of successful approaches to solving many of the problems and challenges California's cities and counties face today. As elected officials and taxpayers continue to demand the biggest bang for the buck, library partnerships with other organizations make effective use of community resources while increasing their impact in the community. In recent years, private, public and nonprofit funders have not only favored but also demanded collaborative approaches to solving local problems and meeting community needs.

The need for more information about library joint ventures and partnerships was first identified during the California State Library's ***Convocation on Providing Public Library Service to California's 21st Century Population,*** held in May 1997. Six of the Convocation's priority recommendations focused on community collaboration with three directed toward the need for workshops and a publication on the value of library joint ventures.

As Penny S. Markey, coordinator of youth services for the County of Los Angeles Public Library, wrote in a perspective paper for the Convocation, "Collaboration, partnerships and cooperation are the key operating words in California and throughout the nation."

Last year at the State Library's request, MetaResearch℠ conducted in-depth interviews with visionary leaders and library stakeholders throughout the United States. The interviews focused on what the future holds for society in general and libraries in particular, and were used to identify themes associated with the future. "Types of partnerships California libraries should pursue" was one of the seven major themes that emerged. As one visionary leader remarked when interviewed, "Partnerships should become the normal operating model for libraries."

The case studies provided in this publication represent a sampling of successful public library joint ventures in California and other U.S. cities and counties. These case studies clearly demonstrate the impact that library joint ventures and partnerships can have in all kinds and sizes of communities. While there is no clear-cut model that can be applied to all library partnerships, these examples of successful approaches and practices can provide meaningful guidance.

Partnerships and joint ventures strengthen the library's role as both a participant and leader in community planning and development. I hope this publication will help you, your colleagues and community partners design solutions to the needs and challenges of your individual communities. Pursuing joint ventures and partnerships can increase library access for all Californians, enhance your library's image and further develop your own leadership potential.

Kevin Starr

Dr. Kevin Starr
State Librarian of California

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Preface

Joint ventures and partnerships represent the new paradigm for change in the 21st century. No other approach packs the promise, power or performance that joint ventures and partnerships can deliver. In planning and researching this publication, the authors discovered dozens of library partnerships worthy of recognition and exploration. In fact, there are hundreds, if not thousands, of successful library partnerships that demonstrate why partnering leads the way to empowering libraries and fulfilling community needs.

Time and space limited just how many examples could be incorporated here. The partnership case studies included are just a sampling of the enormous accomplishments library partnerships have achieved.

When the authors began to define the approach they would take in writing *Joint Ventures,* they discovered that there were lots of stories to tell about successful library partnerships and joint ventures. Storytelling is common to libraries and to research using case studies. The authors have carefully woven the details of each library partnership to capture the characters, scenes and lessons to be learned from each case study.

The case studies here are organized by type of partner: public agencies; foundations and nonprofits; businesses; and the media. The authors chose these types of partnerships because they illustrate how non-library partners can broaden the skills and expertise of librarians, and expand the reach and impact of libraries. Each case study offers insights and advice on partnering that can help prepare you to engage in new partnerships or take your current partnerships to new heights. The authors hope *Joint Ventures* offers the encouragement and guidance necessary to put you on the road to partnership success.

Acknowledgments

Many people played a role in creating this publication. We thank Dr. Kevin Starr, State Librarian of California, for his wisdom in funding this document, and we thank Kathleen Low, Human Resources Development Consultant, California State Library, for her inspiration and commitment to libraries.

We extend our sincere appreciation to our editorial advisors for their guidance on *The Promise, Power and Performance of Partnering*:
Barbara Bowie, Desert Zone Manager, Riverside County Library System; Susan Erickson, Youth Services Coordinator, San Bernardino County Library; Cliff Lange, Director, Carlsbad City Library; Monique le Conge, Library Director, Benicia Public Library; Julia M. Orozco, Director, Salinas Public Library; Kathleen G. Ouye, City Librarian, San Mateo Public Library; Albert Tovar, Regional Administrator, County of Los Angeles Public Library; Virginia A. Walter, Ph.D., Associate Professor, Graduate School of Education & Information Studies, UCLA; and Ken Yamashita, Ph.D., Library Division Manager for Central Library Services, Stockton-San Joaquin County Public Library.

We would like to express our heartfelt thanks to all those who gave willingly of their time, talent and expertise in interviews, and we are truly grateful to those who reviewed drafts for accuracy and generously provided additional supporting materials.

For their contributions to *Adelanté!: Developing a Healthy Reading Habit*, we would like to thank:
Barbara Bale, Supervising Public Health Nurse, San Diego County Department of Health and Human Services; Estelita Corpuz, Public Health Nurse, San Diego County Department of Health and Human Services; Carol Naegele, Children's Services Coordinator, Oceanside Public

Library, and Yolanda Quezada, *Adelanté!* bookmobile driver/library technician, Oceanside Public Library.

For their contributions to *Reach Out and Read: Putting the Fun into Parenting*, we would like to thank: Nicky Stanke, Director of Library Services, Stockton-San Joaquin County Public Library; Jane Dyer Cook, Children's Services Resource Librarian and Collection Development Specialist, Stockton-San Joaquin County Public Library; Toni Mandara Williams, Coordinator, *Reach Out and Read San Joaquin,* Stockton-San Joaquin County Public Library; and Dr. Felipe Dominguez, Chief of Pediatrics, San Joaquin Health Services.

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For their contributions to *Foundations Join Forces to Benefit Library in Humboldt County*, we would like to thank: Peter Pennekamp, Executive Director, Humboldt Area Foundation; and Nancy Nieboer, Vice President, Humboldt Library Foundation.

For their contributions to *Teens Make the Grade as Mentors*, we would like to thank: Duff Axsom, Executive Director, Oakland Public Library Foundation; Elaine Meyers, Director, Public Libraries as Partners in Youth Development, Urban Libraries Council; Kathleen Hirooka, Community Services Librarian, Oakland Public Library; Veronica Lee, Teen Services Librarian, Oakland Public Library; Michele Clark-Clough, Executive Director, Youth Employment Partnership, Inc.; and BethAnn Berliner, Senior Researcher, WestEd Research.

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For their contributions to *Team Players Boost Reading Goals*, we would like to thank: Dick Pahle, Director of Development and Marketing, Public Library of Charlotte and Mecklenburg County, NC; and B.J. Waymer, Director, Community Relations and Family Programs for the NFL's Carolina Panthers.

For their contributions to *Business Savvy Pivotal to Library's Partnership Success*, we would like to thank: Pat Hodapp, Director of Marketing, Denver Public Library; Diane Schieman-Christman, Director of Development, Denver Public Library; and Kelly Campbell, Manager, Children's Library, Denver Public Library.

For their contributions to *Queens' WorldLinQ Creates Home Away from Home*, we would like to thank: Gary Strong, Director, Queens Borough Public Library; and Thomas Alford, Deputy Director for Customer Service, Queens Borough Public Library.

For their contributions to *Media Campaign Puts Library Center Stage*, we would like to thank: Anna Tatár, Director, San Diego Public Library; Cynthia Queen, Senior Public Information Officer, San Diego Public Library; Phoebe Chongchua, Community Affairs Specialist, KGTV, Channel 10, San Diego; and Drew Schlosberg, Community Relations Director, *San Diego Union-Tribune.*

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About the Authors

Grace B. Francisco is the Hispanic Services Librarian for the Oceanside Public Library and the director of *Adelanté!*, the Oceanside Public Library's joint venture with the San Diego County Health and Human Services Agency's Public Health Department. She was a participant in the California State Library's *Partnerships for Change* program, served as a trainer and speaker for the *Partnerships for Change* workshops and was a contributing author to the California State Library's manual *Cultivating Change – Redesigning Library Services Using the Partnerships for Change Approach.*

Ms. Francisco was born in Argentina and immigrated to the United States in 1961. She received her AA degree in bilingual education from Palomar College, and her bachelor's degree in liberal arts from California State University, San Marcos. She began her library career at the San Diego County Library, and has worked at the Oceanside Public Library for more than 19 years.

Ms. Francisco was one of 12 California delegates to the 1991 White House Conference on Library and Information Services in Washington, D.C. She is a member of the North County Latinas Association and REFORMA.

Kathryn Covier Hannah is a consultant, writer and trainer who works primarily with nonprofit organizations. She started her nonprofit management career in public television at KVPT in Fresno in 1977. In recent years she has specialized in library consulting, especially around issues of fund raising and library foundation board development.

In 1997, she created and presented a series of six workshops for the California State Library. Titled "Building Community Support for California Public Libraries," the workshops were held in six locations throughout the state.

In conjunction with Keller Marketing & Communciations, Ms. Hannah researched and interviewed prospective funders for a Statewide Library Public Awareness Campaign. The report, consisting of interviews with 29 foundation and corporate funders, was published by the California State Library in June 2000. With LSTA funds from the California State Library, Ms. Hannah also produced a 52-page planning guide for the Sacramento Public Library Foundation which outlined how to start a bequest and endowment program. The guide was designed to be used as a tool by other California libraries.

Ms. Hannah has published articles on library resource development and planning in *The Bottom Line: Managing Library Finances*, a quarterly journal for librarians, and has participated as a presenter and facilitator at the annual California Library Association Conference.

She graduated from California State University, Fresno, with a bachelor's degree in journalism/public relations. She has served on the boards of nine nonprofit organizations at the local and state level and has also been affiliated with several professional associations. Ms. Hannah is a past president of the Sacramento chapter of the Association of Fundraising Professionals.

Shelly G. Keller is project manager, editor, writer and researcher for *Joint Ventures: The Promise, Power and Performance of Partnering*. She has been a marketing and communications consultant to the California State Library since 1988, providing campaign planning, project management, writing, editing and training services. Since 1998, Ms. Keller has been campaign manager for the California Campaign for Libraries, a multi-year, multi-media campaign promoting libraries, books and reading.

She has written and edited dozens of publications for the State Library, including *Cultivating Change – Redesigning Library Services Using the Partnerships for Change Approach*; *Harmony in Diversity – Recommendations for Effective Library Service to Asian Language Speakers*; *Keeping the Promise – Recommendations for Effective Library Service to African Americans*; and *Adelanté! – Recommendations for Effective Library Service to the Spanish-speaking*. Ms. Keller was public relations trainer throughout the State Library's seven-year *Partnerships for Change* program, project director for the State Library's Convocation on Providing Public Library Service to California's 21st Century Population, and head writer and editor of the *Convocation Proceedings*. She also edited the American Library Association's *Celebrate Diversity* manual, and authored dozens of articles for *The Sacramento Bee*, ALA's PR *Activity Report* and *The Reference Librarian*.

Ms. Keller's clients also include the California Energy Commission, California Office of Tourism, City of Sacramento, California State Employees Association and numerous nonprofits and small businesses. She has served on the boards of Sacramento Community Services Planning Council, Sacramento Ad Club, Theatre for Children, Inc. (founded by Tim Busfield) and Stone Lakes National Wildlife Refuge Association. Ms. Keller earned her bachelor's degree from the University of Maryland and teaches *Writing for Public Relations* at the University of California, Davis-Extension.

Joan R. Waters is co-editor, writer and researcher for *Joint Ventures: The Promise,* *Power and Performance of Partnering.* Ms. Waters is a journalist, editor and writer whose 20-year career at The Sacramento Bee included positions as feature writer and newsroom copy editor. She wrote a wide range of feature stories covering real estate, interior design, health care, education, business and careers. She edited local stories and columns as well as national and world news. She also edited, wrote and created page layouts for feature sections, supervised photo shoots and worked with publicists, marketing professionals and public information officers for news gathering.

A current member of the American Copy Editors Association, in 1999 Ms. Waters worked on *Harmony in Diversity – Recommendations for Effective Library Service to Asian Language Speakers,* and *Partnerships for Change,* both publications of the California State Library. In 1998, she conducted interviews of state libraries nationwide for a California State Library and California Library Association feasibility study.

Ms. Waters writes for Sacramento Magazines Corporation and *Discover* magazine, and is a speaker on media relations. She also teaches English at the California College of Technology in Sacramento.

Upon receiving her associate's degree from Sacramento City College in 1986, Ms. Waters received the President's Distinguished Service Award. She earned her bachelor's degree in journalism from California State University, Sacramento, and was the recipient of scholarships from The Sacramento Bee and the California Newspaper Publishers Association in 1988. In 1996, she received the Sacramento County Historical Society's annual award for journalism.

Patricia M. Y. Wong is Deputy Director of Library Services for the Stockton-San Joaquin County Public Library where she is responsible for the daily operations of the system. Under Ms. Wong's direction, as Library Program Coordinator for Youth Services for the Oakland Public Library, Oakland was one of nine libraries in the country to receive a multiple-year grant from the Public Libraries as Partners in Youth Development Initiative, developed by the Wallace-Reader's Digest Fund. In collaboration with key community partners, the Oakland Public Library continued its progress in youth development as one of the largest year-round employers of youth in the city. Oakland's Youth Leadership Council served as a model for other youth advisory groups throughout Oakland.

Ms. Wong began her library career at the Oakland Public Library as a children's librarian working in many of the branch libraries and as manager of the main library's children's room.

She was the supervising librarian of the South Branch and Tool Lending Libraries of the Berkeley Public Library system. At Berkeley she served as chair of the multilingual committee, charged with purchasing international language materials. Ms. Wong received her MLIS from the University of California, Berkeley, in 1984 and is a recipient of the Louise Giles Minority Scholarship and Transition into Management training. She is Councilor-at-Large of the American Library Association and was seated as an executive board member of ALA in summer 2001. Wong was the 2000-2001 chair of the *American Libraries* Advisory Committee.

She served as a member of the Pura Belpré Award Committee from 1996-1998 and as a member of the John Newbery Award Committee in 1994.

Ms. Wong has served on a number of local, state and national professional committees and has served as an elected officer of the Chinese American Librarians Association, the Asian/Pacific American Librarians Association. She is also a contributing member of REFORMA and the Black Caucus of the American Library Association. She is on the board of the Asian/Pacific American Librarians Association as the organization's immediate past-president.

Ms. Wong's recent publications include: *Cultivating Change*, published by the California State Library; the chapter on Asian American Videos for Children and Young Adults in *Multicultural Videos for Children and Young Adults*, published by Neal Schuman in 1999; and *Harmony in Diversity: Recommendations for Effective Library Service to Asian Language Speakers*, also published by the California State Library. She has been a facilitator, trainer and speaker at numerous local, state and national conferences. Her passions include advocacy, programming, grantwriting and outreach. Ms. Wong has garnered more than $1 million in support for libraries and nonprofits throughout her career.

Introduction to Partnering

Why this publication was developed:
Successful library partnerships and joint ventures don't just happen. They need to be understood, initiated, nurtured, evaluated, promoted and maintained. Effective partnerships also require skills, knowledge and expertise that library leaders, staff and supporters often do not think they have.

While library partnerships are not new, the emphasis being placed on them is. Libraries and organizations that might not otherwise be sharing resources are partnering on programs, services, initiatives and marketing. Why? Because experience demonstrates that working together is more effective than working alone.

Libraries have a long and venerable tradition of partnerships and collaboration. Libraries and librarians have a history of working together. Shared catalog access and interlibrary loan services are models of cooperation. Libraries know each other and have common goals. When they partner with other libraries, they are generally on the same page and facing in the same direction, thanks to shared values and a common culture. But for all their success in partnering with each other, many library leaders overlook partnering with organizations outside the library circle.

The need for a publication about library joint ventures and partnerships was first identified during the California State Library's *Convocation on Providing Public Library Service to California's 21st Century Population,* held in May 1997. Six of the convocation's priority recommendations focused on community collaboration; three of those six were directed specifically toward the need for workshops, grants and a publication on the value of library joint ventures.

In a perspective paper for the convocation, Pasadena Public Library Director Luis Herrera writes,

> "The benefits of forming strong community alliances can be

> dramatic, with lasting implications. A successful alliance can strengthen ties with communities because of their impact and response to real-life needs. This relevance establishes the library as a strategic partner in enhancing the quality of life in the community and develops a broad-based political constituency. … Many public libraries are not ready or prepared to foster effective partnerships. While the intent and philosophical commitment may be strong, the institutional systems are often not in place to carry out the obligations of the understanding."[1]

By themselves, good intentions and a philosophical commitment to partnerships are not enough. Library leaders need to have the knowledge, skills and attitude required for partnership success.

In July 2000, at the State Library's request, MetaResearch^{SM} of Sacramento conducted in-depth interviews with visionary leaders and library stakeholders throughout the United States. The interviews focused on their views of what the future holds for both society in general and libraries in particular. The in-depth interviews were used to identify themes associated with the future and to provide direction for developing a plan for funding library programs. "Types of partnerships California libraries should pursue" was one of the seven major themes that emerged from Meta's research.

The partnership theme recurred throughout the interviews. Participants recommended partnering with other libraries and sharing technology and resources to make better use of funding streams and facilities and to increase accessibility. Partnering with public schools was also strongly recommended as a means of aiding schools with poor library resources and giving students better access to the information they need. As one interviewee put it, "(Because) libraries exist separately from (public) schools, there needs to be a greater integration with schools, whether it's physical or not."[2]

Library partnerships with business received both positive and negative comments. Some of those interviewed felt that business partnerships should be "one of margin, an embellishing, enriching funding of 10 to15 percent." Those wary of business partnerships indicated "there is a danger in that business support could be seen as a substitute for public support."[3]

Other partnerships recommended included those with community service organizations, local foundations, nonprofit organizations and other public agencies. One participant advised,

> "Partner with community-based organizations and agencies that are addressing human/social needs in their community. All organizations have their own needs and bring a certain type of expertise. They need to stop working in isolation and start working together,

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[1] Shelly Keller, editor, *Convocation on Providing Public Library Service to California's 21st Century Population, Convocation Proceedings*, California State Library, July 1997, p. 27.

[2] MetaResearch^{SM}, "Final Summary Report on In-Depth Interviews with Visionaries and Stakeholders" (Sacramento, CA, California State Library, 2000), p. 15.

[3] *Ibid.*, p. 15.

coordinating expertise and working together in a collaborative way."[4]

Another participant stated, "The head of the library needs to have more time to spend out in the community to bring about the partnerships I've talked about. Nobody knows who the head librarian is. They represent a heck of an institution and could play a vital role in the future."[5]

Perhaps the most compelling reason for this publication is the unbridled need for libraries to partner. City and county budgets continue to tighten as community needs continue to expand. Departments within city and county governments compete for scarce resources. Downsizing, shrinking budgets and a fluctuating economy continue to put the squeeze on libraries. It's no wonder that partnering is being looked at with renewed interest.

In September 2000, the Urban Libraries Council conducted an electronic survey of member public libraries to see how they are participating in local economic development efforts. The findings demonstrate that public libraries are making important impacts in two areas. First, "new public library facilities are prolific, reflecting public and private investor attitudes that libraries are attractive anchors to new and infill development" in their communities. Second, "library services to people, both alone and in collaboration with local partners, are providing important resources that contribute to economic development in America's cities."[6]

Joint Ventures recognizes that library partnerships vary by degree, from casual relationships to on-going joint ventures.

Above all, the goal of this publication is to educate and encourage library leaders, staff and supporters to understand that partnerships and joint ventures can bring more people to the library, increase funding and make resources more widely available.

Who this publication is for: As a handbook, this publication is designed for library leaders, staff, supporters and advocates. It is designed for people with no in-depth partnership experience, as well as for those who want to take their current partnerships to higher levels of effectiveness. The authors offer case studies, recommendations and advice with the hope that readers will understand the promise, power and performance that partnerships and joint ventures can deliver.

What this publication will do: *Joint Ventures* is designed to rekindle interest in partnering beyond the library circle. It is designed to provide basic information and specific tips that can be applied to your library's circumstances. The case studies are a sampling of successful partnerships and joint ventures that can spark your own ideas about potential partnerships.

This book may not provide everything needed to successfully pursue a partnership or joint venture. It will, however, help define the partnership process, the benefits of partnering and the

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[4] *Ibid.*, p. 15.
[5] *Ibid.*, p. 25.
[6] Urban Libraries Council, *Successful Cities: Public Library Contributions to Urban Economic Development,* (Evanston, IL, December 2000), p. 1.

knowledge, skills and attitude necessary. While this publication cannot provide partnership experience per se, it can encourage and help in the preparation of a successful partnering experience. Most educators believe that people – especially adults – learn by doing. The only sure way of learning how to partner is by doing it.

As Ang Lee, director of *Crouching Tiger, Hidden Dragon,* told the graduating class of New York University, "Collaboration and sharing are as much a part of learning as is individual talent or genius."

Contents of this publication:
Chapter 1 defines what a partnership is and how a joint venture differs from a partnership. It also describes the benefits of partnering, the knowledge, attitude and skills required and how to develop, evaluate and promote new partnerships.

Chapter 2 addresses library partnerships with public agencies and provides four case studies that exemplify those types of library partnerships.

Chapter 3 identifies library partnerships with foundations and nonprofits, supplies six case studies and offers details on community foundations in California.

Chapter 4 explores library partnerships with businesses and provides four case studies, three of them from libraries outside of California.

Chapter 5 outlines information on library partnerships with the media with three case studies of successful library/media partnerships.

Chapter 6 provides an A to Z guide to partnership methodology and structure.

What is a partnership?
A partnership is a relationship between people or organizations based on an agreement to do something together that will benefit everyone involved. Partnership sometimes implies sharing a mission, resources and decision-making. But a partnership also may involve sharing work, risks, responsibility, power, benefits and burdens.[7]

Librarians use the term "partnership" loosely to describe the many relationships they've established in their communities. The local Board of Realtors® may provide money for the library's reading festival, but that relationship is more akin to a sponsorship than a partnership. An elementary school class might visit the library on a regular basis and collaborate on homework assignments, but that doesn't mean that a partnership exists. A local television station may provide news coverage of a library event or program, but that qualifies as media relations, not a media partnership.

A partnership results from connections between people and groups who share interests and concerns and create a vision for the future. They are almost always relationship-based. And like relationships, they exist to varying degrees.

Dick Pahle, development director for the

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[7] Flo Frank and Anne Smith, *The Partnership Handbook* (Quebec, Canada, Human Resources Development Canada, 2000), p. 5.

Public Library of Charlotte and Mecklenburg County (NC), provides one perspective on the spectrum of library partnerships. He views the range of library partner possibilities as linear (see Figure 1) with "pure philanthropy" at one end, "usury" at the other, and "enlightened self-interest" in the middle.

"I think it's intrinsically valuable to retailers, businesses and corporations to associate themselves with a public institution like the library," Pahle says. And research shows that customers look at a business's community involvement as much as they look for price and quality.[8]

The difference between a partnership and a joint venture: Partnerships can vary from the casual to the committed. While some libraries might describe a relationship to a donor as a partnership, that partner may really be a sponsor. On the other hand, foundations today appear to prefer a real partnership with the library whose program they fund. Other projects, such as joint use facilities, require a formalized partnership more akin to a joint venture, which Merriam Webster defines as "a *business* enterprise in which two or more companies enter a partnership." Business implies money, accountability and impact. When substantial money is involved, whether from a foundation or a business, the partnership rises to joint venture status.

Those with a history of successful partnerships sometimes compare them to marriages. When a business or organization wants to sponsor a library event, that relationship might be analagous to "flirting." When a business or organization wants to engage in a casual partnership to produce a new library service, that relationship compares to "dating." When a library formalizes a partnership in writing to engage in a joint venture, that relationship approaches "matrimony."

Just like personal relationships, partnerships can be filled with satisfaction, strategy and struggle. On the Wisconsin Public Television's Best Practices 2000 Web site,[9] Mary Anne Alhadeff, Prairie Public Television, takes a "matrimonial view of the questions you should ask before taking the plunge to keep your soul-mate from becoming a ball-and-chain. ..." She shares her view in the following partnership "pre-nup":

- *The proposal: I think I'm in love.* Are the participants/decision-makers compatible? Will they be able to achieve resolution when potential conflicts arise? Are their standards in synch?

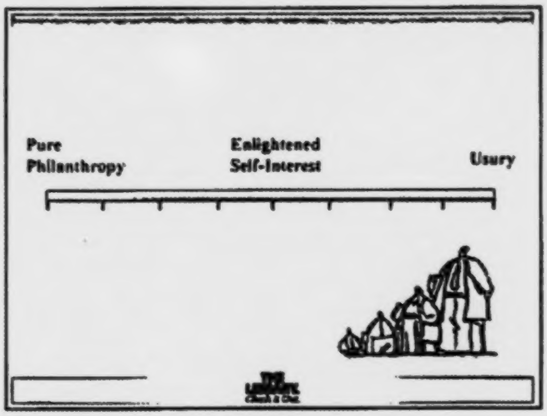

Figure 1. The spectrum of library partnerships can be viewed as linear.

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[8] California State Library, *Public Library Directors' Forum Presentation*, Santa Barbara, CA, March 14, 2001.

[9] Wisconsin Public Television's partnership Web site (www.bp2k.org/partnerships/prenuptial.html); Internet; accessed August 2001.

- *'Til death do us part.* How long should the partnership last? Is this a monogamous relationship? How many partners will there be? What does each partner add to the project? Caveat: Each additional partner adds exponentially to meeting time and decision-making time and effort.

- *The vows (write your own).* What are the goals for each partner? Publicity? Name value? Clout? Added resources? What is the project? What are the roles and responsibilities for each organization? (Be precise.) What are the standards and policies? What is the process for finding consensus on issues and resolving conflicts? Who are the decision-makers for each organization?

- *Having the marriage blessed.* Does the partnership need formal/informal buy-in or sanction from senior management, the general manager or the board?

- *Will there be progeny?* Will there be secondary or limited partners? What are their roles, privileges and obligations?

- *For richer or poorer.* What are the financial obligations of each partner? What will each contribute in cash or in-kind? What are the roles in raising funds? How will underwriters and advertisers be acknowledged?

- *Renewing the vows.* What are the check-in points to ensure that the partners are satisfied and the goals are being met? How will we determine whether to extend the term of the partnership? What are the criteria to critique project success?

- *Mr./Mrs./Ms.?* Does the partnership have a name? How will each partner be acknowledged on air, in print, on the Web, in signage? How will organizational logos be incorporated?

- *I want a divorce!* What is the process for ending the partnership on amiable terms?

Regardless of the metaphor used, for the purposes of this publication, partnerships and joint ventures can be distinguished as described in Figure 2.

Benefits of partnerships and joint ventures:

"Partnerships are challenging," writes Kate Nevins, executive director of SOLINET, on partnerships and competition on the American Library Association (ALA) Web site. She continues, "With all the challenges, the promise is so great. Libraries can accomplish great things when we work with others."[10]

Nevins' list of benefits includes resources, shared expertise, the advantage of ideas and synergies, connections and critical mass.

> "A variety of participants with a variety of perspectives can generate new ideas, new solutions,

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[10] Kate Nevins, *Partnerships and Competition*, p.3. Available from American Library Association Web site (www.ala.org/acrl/invited/nevins.html); Internet; accessed August 2001.

and new opportunities. … Partners can facilitate and support library efforts because they are hooked into communities that libraries may not reach, or may carry weight that libraries don't. … Partnerships allow libraries to do as a group what couldn't be done individually."[11]

Considering potential partners: According to the ALA Nancy Kranich Presidential Initiative on Information Literacy Community Partnerships, "Community partnerships abound in the professional literature of social work, adult education, basic literacy education, religious or church work and among governing entities. … Partnerships are created when:

- There appears to be no one person or group responsible for the issue;
- It doesn't seem possible to solve the problem or address the situation by just one group – due to the magnitude, lack of knowledge or amorphous nature of the issue;
- The cost of solving the problem or addressing the issue is too costly for one group to address; and/or,
- It is important to have a large number of people involved to educate and have good buy-in to the process."[12]

But how do partners get involved?

PARTNERSHIPS	JOINT VENTURES
Casual agreement	Written agreement
Short-term	Long-term
Sometimes share resources	Shared resources necessary
Sometimes share outcomes	Shared outcomes necessary
Sometimes share goals	Shared goals necessary
Library bears risks and burdens	Shared risks and burdens
Mutual benefits not necessary	Mutually beneficial
Accomplish library objective	Accomplish something neither partner can do alone
Library leads partnering effort	Library may have to lead, follow or "get out of the way"
Not exclusive relationship	Exclusive relationship
Library driven	Partner driven
Partners not necessarily equal	Partners are equal (valued)
Partners may or may not have input	Partners have equal input
Some trust, accountability, responsibility, commitment	High level of trust, accountability, responsibility, commitment
Don't need to have an established relationship	Need to have an established relationship

Figure 2. Goals, outcomes and resources can distinguish partnerships from joint ventures.

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[11] *Ibid.*, p. 3.

[12] ALA Nancy Kranich Presidential Initiative Information Literacy Community Partnerships Initiative Toolkit. Available from (www.ala.org/kranich/literacy_initiative.html); Internet; accessed January 2001.

In *Serving Latino Communities,* authors Camila Alire and Orlando Archibeque offer this advice,

> "… the best thing you can do is to develop partnerships with organizations, agencies and individuals who can provide personnel, program expertise, facilities, and public relations resources. … Your partners could include social service agencies, civic organizations/clubs, churches and religious groups, government agencies, local government departments (such as police, fire, parks and recreation), educational institutions and daycare centers. Once your partnerships are established and your joint programs and services are identified, you can determine which ones are achievable given your staff and funding constraints. Concentrate on providing those programs. Leave the more costly ones until you find external funds or until you can integrate them into your library's general programs and services. Remember, some action is better than no action."[13]

Developing effective partnerships: Nevins makes several recommendations about addressing the challenges of partnerships. She acknowledges that libraries "do not have a deep tradition of working extensively with non-library partners. Possible partners may not recognize the potential of partnerships with libraries, just as we may not recognize the potential of working with specific non-library partners. … The lesson is to invest the time to learn about potential partners, and to help them learn about you."[14]

Nevins also points out that libraries and other organizations "do not necessarily share common goals. What a library may get out of a partnership may not necessarily be what the partner wants out of the same relationship. … The lesson here: Develop a common understanding of the goals of the partnerships, and ensure that all partners are on the same wavelength as to objectives, deliverables, roles and timelines."[15]

A third consideration, Nevins says, is that libraries and other organizations "do not necessarily share common values and cultures. Our way of doing things may vary and it is hard for organizations to change their fundamental way of operating. Lesson: Consider the varying modus operandi of partners up front, and establish commonalities and expectations of the partnerships. Moreover, be committed to making the project flexible in its ongoing implementation. After all, blessed are the flexible, for they shall not be bent out of shape."[16]

ALA's Web site on the Community Partnerships Initiative describes a five-step process for getting partners involved:

1. Identifying partners by environmental scanning, group brainstorming or through a sample marketing plan for participants;

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[13] Camila Alire and Orlando Archibeque, *Serving Latino Communities* (New York, Neal-Schuman Publishers, Inc., 1998), p. 205.
[14] Nevins, p. 2.
[15] *Ibid.*, p. 2.
[16] *Ibid.*, p. 2.

2. Approaching prospective partners with letters of invitation;
3. Educating them in the invitation letter, before or at the initial meeting or through an on-going process;
4. Maintaining them based on a communications plan or through timeline considerations; and
5. Appreciating partners based on their needs, through media releases and letters or some other private or public recognition.[17]

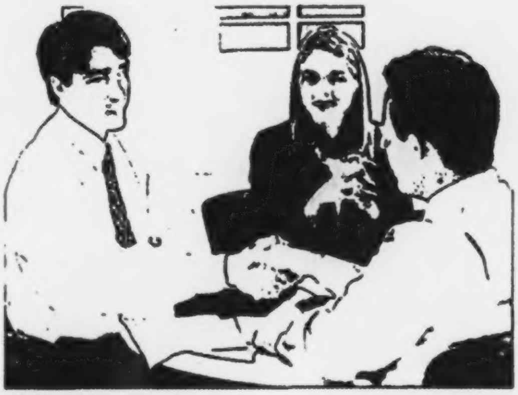
Educating your partners about the library and the potential for partnering can, in fact, make or break the deal. Research conducted by Kathryn Covier Hannah for the California Library Association and the California State Library included interviews with 29 foundations and corporations about their attitudes on funding library programs. One of the report's major recommendations states:

> "*Educate prospective donors.* Compared to other institutions, libraries are far behind the curve in the area of fund development. There is a huge job ahead for all of us who care about libraries because, before we can ask for money, we must first educate prospective donors about library funding needs, show them how additional private funds will benefit the community and explain the role libraries play in education. Libraries must overcome the perception that they are being fully supported by tax dollars. If public schools can turn these perceptions around, so can libraries."[18]

The report also recommends:

> "*Form community partnerships, especially with schools.* The most appealing proposals, according to the funders, are those that can show how libraries are involved in their communities. Again and again, they mentioned the importance of working with the schools and collaborating with other organizations, especially with regard to education. They would like to see libraries take more of a leadership role in the movement toward sustainable communities."[19]

The Institute of Museum and Library Services publication, *True Needs, True Partners,* provides insight into why partnerships are challenging and why organizations must persevere. Their findings are based on the experiences of 15 partnerships between museums and schools around the United States. The publication includes descriptions of each project plus the commonalties found in



Educating prospective partners about the library is critical to success.

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[17] ALA Nancy Kranich Presidential Initiative on Information Literacy Community Partnerships Initiative Toolkit. Available from (www.ala.org/Kranich/literacy_initiative.html); Internet; accessed January 2001.

[18] Kathryn Covier Hannah, *Fund Development Feasibility Study, Report of Research for a Statewide Library Public Awareness Campaign* (Sacramento, CA, California Library Association/California State Library, 2000), p. 8.

[19] *Ibid.*, p. 8.

each partnership. These "Conditions of Partnerships" describe 12 factors that should be considered when partnering. They are:

1. Obtaining early commitment and endorsement from management and staff.
2. Establishing early and direct involvement among staff of all partnering organizations.
3. Understanding the needs of each of the partnering organizations.
4. Creating a shared vision for the partnership and setting clear expectations for what both partners want to achieve.
5. Recognizing and accommodating the different organizational cultures and structures.
6. Incorporating realistic goals into the planning process.
7. Allocating enough human and financial resources.
8. Clearly defining roles and responsibilities.
9. Promoting open dialogue and communication.
10. Providing tangible benefits for partnering organizations.
11. Encouraging flexibility, creativity and experimentation.
12. Involving the community.[20]

Making it happen:
In "Public Library Use in Pennsylvania: Identifying Uses, Benefits and Impacts," authors Charles R. McClure and John Carlo Bertot write:

> "The study shows that intimate knowledge and evaluation of a particular public library's local environment is crucial. The public library needs this local knowledge not only so that it can provide better service to its community but also so that it can communicate most effectively with the public and policymakers to whom it is accountable. Certainly, knowing the needs of the community well, in conjunction with knowing how the library should fit as a partner in the community with other service providers, will empower the library to develop in directions most beneficial to the community and hopefully lead the library's patrons to view it as increasingly indispensable."[21]

Writer Steve Sumerford of Community Readers of Glenwood Library in Greensboro, NC, identifies steps for successful partnerships in his article, "Building a Community of Readers through Partnerships and Technology," published on the ALA Web site. He recommends the following approach:

- Map the assets of the library and community. "Recognize the strengths that you have to offer (e.g., technology, literacy collections, staff expertise, etc.). ... Then 'map' the strengths in your community (nonprofits, community leaders, foundations, etc.). This map will help you find the greatest potential for partnerships."

- Know the library's mission, needs and goals. Sumerford recommends, "Before you reach out to form partnerships, be very clear about your own needs. Don't form partnerships that do not help you advance your missions."

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[20] *True Needs, True Partners: Museums and Schools Transforming Education*, Ellen Cochran Herzy, editor, (Washington, DC, Institute of Museum and Library Services, 1996), p. 50.

[21] Charles R. McClure and John Carlo Bertot, *Public Library Use in Pennsylvania: Identifying Uses, Benefits and Impacts*, (Harrisburg, PA, Pennsylvania Department of Education, 1998), p. 69.

- Prepare handouts describing the potential joint venture which "describe your program, with an emphasis on what the program can do for the clients and for the organizations you are approaching."

- Select five to 10 organizations as potential partners. He writes, "You may want to target those that have political clout, can connect you with new learners or that have grassroots leadership."

- Write the director of each organization about the prospect of working together. "Tell him/her that you would like to explore ways that you can work together. Ask for a brief meeting in his/her office."

- Research the organizations with which you want to partner.

- Make the initial meeting upbeat. His advice: "Share your passion for what you do. Point out the things you have in common and particularly emphasize how a partnership could be mutually beneficial. Offer to serve on advisory or other committees of his/her organizations. Ask him/her if there are other organizations you should approach. Try to leave the meeting with an agreement about a project that you can work on together."[22]

Evaluating and promoting the impact:

It is crucial for partners to build both evaluation and promotion into the partnership process. From the beginning, partners should identify ways to evaluate impact and find ways to disseminate information about the successes of the partnership. Updated information, training, usage statistics and other evaluative data are vital for continuing a program funded by a partnership.[23]

> **"Share your passion for what you do. Point out the things you have in common and particularly emphasize how a partnership could be mutually beneficial."**
>
> *- Steve Sumerford, Glenwood Library*

The Pennsylvania study by McClure and Bertot provides insight into why the evaluation and promotion components are neglected:

> "Many public libraries do not understand how to promote the economic impacts or other significant impacts they have on their communities. This may be due to the traditional isolation of the public library from other aspects of public life or to the fact that librarians are generally not educated in the art of planning, marketing, developing and promoting economic impacts. It is absolutely crucial that librarians gain knowledge of how to promote the impacts their libraries are making because if the public and policymakers are not aware of these impacts, they

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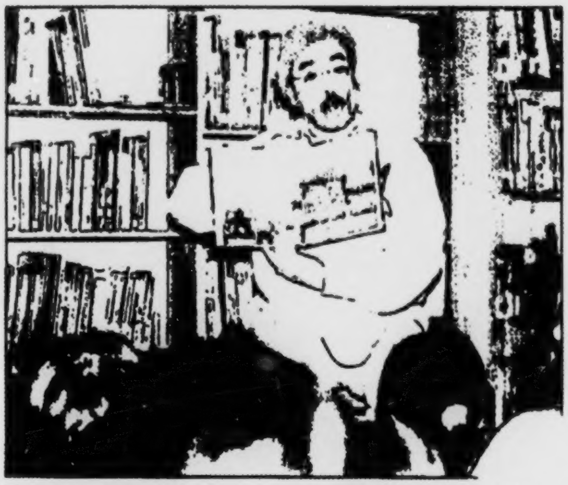
[22] Steve Sumerford, "Building a Community of Readers Through Partnerships and Technology," ALA Web site (www.ala.org/literacy/reference/comm/alabcr.html , pp. 1-2; Internet; accessed August 2001.

[23] Joanne Moore, "The Power and Promise of Partnerships," *Texas Library Journal*, (Spring 2001), p. 11.

might as well not occur. People who pay taxes and people who allocate taxes need to be apprised of the concrete impacts those dollars are making in their community."[24]

When the library's partnership successes aren't evaluated and promoted, partners risk falling short of their goals or missing the benefits of the partnership. Partners lose interest, enthusiasm and motivation when successes aren't measured and promoted. When that occurs, the partnership may be doomed.



Partners need to know the role libraries play in early education.

Knowledge, attitude and skills: Librarians and library leaders often think they do not have the knowledge, attitude and skills to engage in partnerships. In fact, as information specialists, library leaders are perfectly positioned to define needs, identify solutions and unite potential partners. In order for that to happen, potential partners must perceive librarians' strengths, knowledge and expertise.

In the Fall 2000 issue of *Reference and User Services Quarterly*, Editor Kathleen de la Peña McCook, writes,

> "So many community concerns have solutions that might well be offered by librarians if only librarians were active in the planning stages. Assertive environmental scanning by librarians serving each community can provide an inventory of opportunity."[25]

In their publication, "Partnership Libraries," the Washoe County Library System identifies nine qualifications necessary for those engaged in library partnerships. They are:

1. Interest in partnership libraries;
2. Willingness to devote time and effort;
3. Boldness of purpose in recognition of the vital force of the library as a center of community, culture, recreation and continuing education;
4. Interest in community and an understanding of its social and economic conditions;
5. Ability to work with others;
6. Open-mindedness, which includes the ability to hold strong convictions on any subject, while recognizing the rights of others to disagree;
7. Courage, enterprise and mental resourcefulness that establish policies for the successful operation of the library and impartial service

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[24] McClure and Bertot, p. 70.

[25] Kathleen de la Peña McCook, "Librarians and Comprehensive Community Initiatives," *Reference & User Services Quarterly*, Vol. 40, No. 1 (Fall 2000), p. 25.

to all its patrons;

8. Loyalty to the library and its improvement at all times; and
9. Practical business experience, clear-sighted political know-how and the quality of leadership are invaluable assets to any partnership.[26]

While every library leader may not possess all of these qualifications, many may possess some and can acquire the rest. Most of the knowledge and skills they lack can be learned.

Overcoming challenges and complications:

Partnerships with other public agencies, foundations, businesses and the media can enhance a library's impact in the community, but often with added complications. When two organizational cultures come together, even well-meaning leaders can stumble. Here is some advice on partnering from Wisconsin Public Television's Best Practices 2000 Web site:

- *Communicate constantly (or at least consistently . . .).* Communication is a constant challenge. Plan to meet regularly (biweekly, monthly) even if there are no pressing issues to resolve. Expect to disagree. Develop a healthy mechanism for ironing out differences, or you will be getting together only when things go wrong.

- *Know where **you** want to go.* Make sure you know – very specifically – what will constitute success for your organization. Make sure you do the maximum allowable "internal PR" for the project. It won't last if it's just built from the top.

- *Know where **they** want to go.* Make sure you know – very specifically – what will constitute success for your partner(s).

- *All partners have self-interests, strengths and limits.* It's important to recognize and acknowledge early on the strengths . . . of each partner. It's important to know your partners' limits (in budget, format, culture, etc.) and for them to know yours.

- *Personality matters.* To the extent the partners have flexibility, assign maintenance of the partnership to staffers who enjoy building consensus. Individual relationships make or break partnerships. When turnover happens, expect a few lumps in the gravy and don't live in the past.

***Communicate constantly (or at least consistently . . .).* Communication is a constant challenge. Plan to meet regularly (biweekly, monthly) even if there are no pressing issues to resolve. Expect to disagree.**

- *Compatibility matters.* Start with respect, then build trust. Compatible viewpoints count. . . . Style compatibility counts too, but technological compatibility doesn't.

- *Trust but verify.* You have to feel

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[26] Sally Kinsey, Frankie Lukasko and Janet Pzarski, *Partnership Libraries Open the Door to Opportunities for Your Community*, (Reno, NV, Washoe County Library System, 1999), p. 10.

secure in the knowledge that everyone is going to meet his or her commitments. Don't be embarrassed about generating a "letter of agreement" to guide the partnership. This may seem too formal, but it's amazing how easy it is to forget what you have agreed to … and how easy it is for those misunderstandings to ruin relationships. Speak your mind (or risk losing it). If you are disappointed with your partner's performance, say so. Be open to their comments on your work. Probe for the underlying reasons behind any disagreements. Trust your representative. Make sure all the representatives "at the table" (the relationship-builders) are given the authority to make deals that stick.

Projects often succeed with just two committed partners.

- *Win one for your partner.* Be serious about making sure your partner gets a "win" out of each project – and let your partner know that their interests are very high on your personal priority list. A partnership is like a marriage. If you start keeping score, you'll develop a need for a referee. And like a marriage, remember that you both bring something to the table. You may have more to offer than you realize.

  A partnership is (also) *not* like a marriage. Each partner's level of participation will fluctuate depending on the nature of the project, the specific activity and even the time of the day or year. What do you call content without promotion? A secret.

- *Two's company.* Don't get greedy to build huge partnerships. To the extent possible, build projects around a pair of very committed partners. Three's a crowd. It's a lot easier to add partners than to "fire" them. Add secondary partners on an "as needed" basis … to be renewed on a case-by-case basis.

- *Stop and smell the … results.* Acknowledge your successes. Get all of your bosses to party.[27]

Partnering is a leadership issue: Library partnerships do not just happen. Partnerships require planning, evaluation and promotion. They need care and nurturing. They command time, resources and staff support. Partnerships – like people – thrive in a flexible, open, supportive environment.

Above all, partnerships cannot be successful without commitment from library leaders and library administration. In his foreward to *The Librarian's Guide to Partnerships,* Samuel F. Morrison writes,

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[27] Wisconsin Public Television Partnership's Web site (www.bp2k.org); Internet; accessed August 2001.

> "Every partnership encompasses one or more variables that will cause it to move ahead, stagnate or fall apart. Among these variables, the critical one necessary to the success of any community partnership is the commitment of the leader(s) at the top of each potential partnership organization. An activist leader with a vision for what a partnership can achieve, and the ability to effectively communicate and persuade staff to implement the goals of the partnership, is the all important variable."[28]

Partnerships – like people – thrive in a supportive environment.

Ken Haycock, Professor and Director of the School of Library, Archival & Information Studies, University of British Columbia in Vancouver, BC, Canada, echoes that belief. "Partnerships require time, resources and leadership," he says. "We continually underestimate these essential ingredients."[29]

In "The Promise and Power of Partnerships" (Spring 2001 issue of *Texas Library Journal*), Joanne Moore writes,

> "Fundamental to everything we do, libraries represent a social partnership of the highest order. We embody the role of government in education, the will of citizens to be informed, and the underlying connection among people of all ages across all times. The core value of libraries is sharing, and sharing is at the heart of partnering."[30]

The case studies that follow are intended to provide encouragement and insight into library partnerships and prepare you for partnering with organizations outside the library circle. Learning to partner can only be achieved by actually doing it.

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[28] Samuel F. Morrison, *The Librarian's Guide to Partnerships*, (Fort Atkinson, WI, 1999) p. vii.

[29] Ken Haycock, interviewed by Patricia M.Y. Wong, July 5, 2001.

[30] Moore, p. 12.

Library Partnerships with Public Agencies

Partnerships between public libraries and other public agencies are not new. In many communities, public libraries have taken a leadership role in identifying local needs and working with other city or county departments to address them. In the public sector, resources are almost always less than what is needed to provide essential services. It makes sense for departments of the same government entity to combine forces.

Partnering with other public agencies can also enhance the library's visibility, image and reach in the community, while providing the same benefits to the partnering agency. Public libraries often succumb to adversarial relationships with their fellow city or county departments just because they compete for the same tax dollars to fulfill their missions and goals. When departments can find common ground, partnering offers an excellent chance to see problems and opportunities in new ways.

At a time when elected officials and taxpayers expect the biggest bang for the buck, public agency partnerships make effective use of resources while increasing their impact in the community. Partnerships between public agencies also make the most of each agency's strengths, especially when they build on established links with other public agencies, including schools. Partnering with a public agency also, in the words of Pasadena Public Library Director Luis Herrera, "offsets libraries' tendency to be insular."

In *Successful Cities: Public Library Contributions to Urban Economic Development*, the Urban Libraries Council states,

> "Many of the new public library building projects are joint ventures with schools, social service agencies and other government offices. The Solano County Library in Fairfield (CA), reports that libraries are attractive partners because of their potential access to Proposition 14

> bond money. In Pittsburgh (PA), Howard County (MD), and Pierce County (WA), facilities house both libraries and senior centers. A Multi-Purpose Center provides library and health care services in Houston's Fifth Ward. In another Houston project, the public library supports a Parent Resource Library in concert with activities of seven other community service organizations serving new Hispanic immigrants at the Napoleon Square Apartments. The Elizabeth (NJ) Public Library has opened a new branch co-located with a senior center, pre-school, and clinic."[1]

Whether the goal is building a new facility or providing a necessary service that enhances a community's quality of life, public library partnerships with public agencies make sense.

Urban Libraries Council's *Successful Cities* also cites positive youth development as a by-product of public library partnerships.

> "Public libraries are working with schools and youth to provide a continuum of support for learning in the K-12 years. In Houston, the Mayor's *Power Card Challenge* to increase use of library resources by young people doubled the number of youth library card holders in the first year. ... In Los Angeles, the Electronic Information Magnet High School with over 200 students is housed at the Central Library. One Providence (RI) branch is located within a Boys & Girls Club. Other youth support services include career and job counseling, part-time employment, tutors, homework help and providing safe places to meet, as well as conducting forums to address important community issues such as youth and violence."[2]

Even though public library/public agency partnerships can be a challenge, the benefits seem to far outweigh the entanglements and snafus that can plague partnerships. As the case studies in the chapter demonstrate, public library/public agency partnerships can galvanize the community and improve library access for everyone.

The four case studies in this chapter focus on two categories of public agency partnerships: health care and education.

Adelanté!: Developing a Healthy Reading Habit documents the eleven-year partnership between the Oceanside Public Library and the San Diego County Health and Human Services Agency's Public Health Department. The two partnered in a joint venture to dispense books, videos and pamphlets in addition to offering story hours for children, classes on nutrition, prenatal care, family planning and other health topics.

Reach Out and Read: Putting the Fun into Parenting describes the Stockton-San Joaquin County Public Library's *Reach Out and Read* program, modeled after a program started at Boston Children's Hospital. The library partners with San Joaquin Health Care Services and Health

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[1] Urban Libraries Council, *Public Library Contributions to Urban Economic Development* (Evanston, IL: 2000), p. 2.
[2] *Ibid.*, p. 3.

Plan of San Joaquin to distribute more than 15,000 books annually at well-baby and well-child visits throughout the library's service area. With eleven distribution sites, it is the largest *Reach Out and Read* consortium in the country.

Local Touch, Global Reach: Libraries Connecting for Life-long Learning details how three public libraries, a city college library and the local school district partnered to provide electronic access to the information resources of all the partners. Partners included the Pasadena Public Library, Pasadena City College Library, the Pasadena Unified School District, Sierra Madre Public Library and Altadena Public Library. Their objectives included connecting the catalogs of all partners; sharing databases, e.g., full-text periodicals; providing staff development and training for teachers and librarians on information technology; collection development; and other topics that support the project goal.

Our fourth case study, *Joint Use: Libraries Plus Schools Equal Learning Success* recounts the partnerships between the Washoe County (NV) Public Library and the Washoe County School District and the Nevada Department of Wildlife. These partnerships gave birth to the Community Libraries of Washoe County Library, six joint use school/public libraries located in geographically isolated areas.

Adelanté!
Developing a Healthy Reading Habit

Miguel held hands with his shy father as the public health nurse handed the father an eye chart. With a shaky voice, Mr. Castillo tried in vain to read the letters on the chart. The nurse made some notations on her pad and then referred Mr. Castillo to the local eye doctor and to the Lions Club, where he would be given a new pair of glasses. On the other side of the van, the librarian handed Miguel his books, while he waited for his dad's eye exam to be completed. Thanks to the *Adelante!* bookmobile, the family received needed health care and books to read.

Since 1990, the Oceanside Public Library and the San Diego County Health and Human Services Agency's Public Health Department have partnered to dispense everything from books to information about learning English to prenatal care.

In 1989, the California State Library began a grant program called *Partnerships for Change*. The Oceanside Public Library chose the county public health department as their partner and successfully obtained a three-year grant to begin outreach into the community's Latino population, estimated at 27 percent in 1990. That year, the library partnership called *Adelanté!* received over $200,000 to provide specialized library and public health services to the Latino community.

Eleven years later, the partnership is still going strong. Neither partner receives State Library grant funding at this time, yet each board of directors continues to support the program, in part because of the tremendous success it has achieved. The partnership is now funded by the City of Oceanside's Public Library and Community Development Block Grants, as well as by the county of San Diego. Donations from the public help meet the needs of the program.

The modified catering truck bookmobile began making the rounds of Oceanside's low income, predominantly Latino neighborhoods as a way of reaching people who might otherwise go without health care and library services.

"Instead of giving out ice cream, we give out information. One of the greatest benefits of our partnership is the encouragement of parental involvement in fostering school readiness in their children," says Barbara Bale, a supervising public health nurse for the Oceanside Public Health Center. While the bookmobile offers books, videos, pamphlets, and a story hour for children, a bilingual public health nurse holds curbside classes on nutrition, prenatal care, family planning and other health topics.

Bale says, "Quite often, not speaking English has been a barrier to receiving health care. Within the neighborhoods that the *Adelanté!* bookmobile visits, word of mouth spreads rapidly about our free, confidential health screenings and classes, thereby increasing public awareness of all the services available in Oceanside." Both library and health officials have long recognized a need to reach the Latino population; the Oceanside Library's needs assessment confirmed their guesses. A survey conducted in 1989 of 185 Latinos in the community revealed that 34 percent said they needed information about health care, including where to find services and how to apply for health insurance. Countywide, 40 to 60 percent of the babies born to mothers who had no prenatal care were Latino, and in 1987, Oceanside had the second highest rate of mothers who received no prenatal care. The survey also found that 60 percent of those who responded didn't know that Oceanside had a library.

"We're talking about a population that moved here as adults and didn't have an introduction to the library through the school system," Bale adds.

The traditional image of a library as four walls and a bunch of books may be intimidating for California's exploding ethnic population, which consists in large part of recent immigrants who speak little or no English and come from countries with no free public libraries.The decision to use a modified catering truck rather than the more readily available and traditional bookmobile came from an incident that illustrates the sensitivity needed to make inroads into ethnic communities.

"By a fluke, our bookmobile broke down one day and we sent a library van to the barrio to pick up and distribute books," says Oceanside Public Library children's services coordinator Carol Naegele. "No one would come near the van, no one at all. We later made the connection that it was because the Immigration and Naturalization Services uses vans." The *Adelanté!* bookmobile is a brightly painted, eye-catching truck that attracts attention as it drives up to each stop.

Circulation of books has grown steadily through *Adelanté!* and the overall number of Latinos using the Oceanside Public Library has also increased dramatically.

As Yolanda Quezada, *Adelanté!* library technician/driver comments, "What I do is introduce people to the idea of the library and its services. Then they feel more comfortable going into the library building to do more research or obtain more books."

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The Adelanté! truck dispenses library and health information.

The public health nurses appreciate the fact that they can teach a large group of parents or young adults in a safe, non-threatening environment. They distribute information via the VCR on the vehicle, or through the various pamphlets and teaching aids they carry on board. Some of the most positive reactions have come from the young adults in the community.

"I feel like the nurse will tell me the truth about my changing body and I can ask her any questions without feeling embarrassed or like she's going to judge me for it," says 18-year-old Antonio Flores. Flores was

bringing his little sister to pick out books while he talked with the nurse about his health concerns.

City of Oceanside council members, the mayor and staff have been supportive of the outreach program since its inception. Proof of this support is in the annual renewal of Community Development Block Grant monies.

The Adelanté! truck attracts attention at every stop in Oceanside.

The City Council votes each year to allocate more than $12,000 to the maintenance and upkeep of the bookmobile, demonstrating that the program is seen as highly successful and important to the city. The county of San Diego has continued to support the partnership as well. In spite of some budget cuts over the years, county funding for public health nurses on *Adelanté!* has continued in a show of confidence in the program's value.

"For us, being able to see 20 people in two hours is very cost effective and efficient," says Estelita Corpuz, a public health nurse assigned to *Adelanté!* "Our standard procedure is to do home visits with each family, and while we continue to do that, being on the streets with the bookmobile means we can see many more people in one day."

As the 2000 census shows, California's Latino population is even larger than when *Adelanté!* began and the need for quality health care and educational information continues to intensify. What started out as a partnership between two agencies has grown to a strong network of multiple agencies working together toward solutions to many community challenges.

Library and public health staffs have been asked to join a number of task forces formed to address teenage pregnancy, inadequate school readiness, gang involvement and other pressing issues. *Adelanté!* staff participates in community fairs, health expos, ethnic festivals and even drives to the local swap meet, in a joint effort to improve the quality of life for the entire city. Books and other educational materials are now available in English as well as Spanish, as the popularity of the "library on wheels" has grown and more residents learn about library and health services in their own neighborhoods.

"I look forward to bringing my children to *Adelanté!* every week, so they can get books and learn to read English. They need to learn in order to have a good future," explains Aurora Saldivar, a mother of three living in the Crown Heights neighborhood of Oceanside. Saldivar's comments are very satisfying to the librarians and public health nurses who work together to fill the needs of Oceanside's residents. By becoming partners, both agencies are able to expand services and become an integral part of the community they serve.

The Crown of Oceanside

Staff at Oceanside Public Library and San Diego County Public Health Department had no way of envisioning how far their partnership would take them. Eleven years ago, many neighborhoods in Oceanside were considered blighted and crime ridden and were avoided by many people who feared for their safety. *Adelanté!* began serving these areas in a concentrated effort to educate the city's Latino residents about available health and educational services. The program has many success stories, but one of the most inspirational is the "Corona de la Limpieza" (Spanish for the "Crown of Cleanliness").

This program was started by Estelita Corpuz, one of the public health nurses who works on *Adelanté!* Estelita noticed that many of the streets and sidewalks in the Crown Heights neighborhood were dirty, littered with broken glass, old newspapers, food wrappers and such. During her *Adelanté!* stops, Estelita began organizing the neighbors into a cleaning crew, obtaining free brooms, mops and dustpans from the City of Oceanside. Volunteering her own Saturday mornings, Estelita soon had a core group of cleaners who fanned out around Crown Heights to clean up and beautify the neighborhood. Crown is translated into Spanish as "corona," thus the name for the cleaning crew.

What began as an effort at increasing public health and safety has grown into a weekly ritual for many residents, who turn out in large numbers to clean up litter, enhance the landscaping and beautify their homes. Potluck parties and other celebrations take place regularly ...

What began as an effort at increasing public health and safety has grown into a weekly ritual for many residents, who turn out in large numbers to clean up litter, enhance the landscaping and beautify their homes. Potluck parties and other celebrations take place regularly and neighbors have gotten to know each other as a result of this program. City officials have stepped up efforts to revitalize the area in recognition of the increased pride residents have taken, and the "Corona" now shines brightly as one of Oceanside's crown jewels.

Reach Out and Read: Putting the Fun into Parenting

A young girl walks with her mother into a local school in Stockton (CA). She is going to register for kindergarten and clutches one of her most prized possessions – a picture book. The principal comments on the title, and the child proudly proclaims, "I got this when I went to the doctor!"

This child is one of hundreds seen every year by pediatricians participating in the Stockton-San Joaquin County Public Library's *Reach Out and Read San Joaquin* program. The library partners with San Joaquin Health Care Services and Health Plan of San Joaquin to distribute more than 15,000 books annually at well-baby and well-child visits throughout Stockton and San Joaquin County. The program has expanded to 11 sites – it is the largest *Reach Out and Read* consortium in the country.

In a typical visit, a child and his or her caregiver will walk into the waiting room of a *Reach Out and Read San Joaquin* site and listen to a volunteer read stories, sing songs or interact with fingerplays and stretches, while they wait for the health practitioner to see them. When they are called in for the appointment and walk to the examining room, they find a book attached to their medical chart in the pocket outside the door.

The pediatrician or nurse practitioner talks with each parent or caregiver (of infants to five-year-olds) about the importance of early literacy during every well-baby or well-child visit. "Do you read to her? Do you tell her stories? Let me show you how you might use reading at home." The baby's reflexes and eyes are checked as she reaches for the book.

"The book is yours to keep," says the doctor to the baby's parent. "And you'll get another book every time you come until she's five." When the visit is over, the child is enamoured with her new present, the parent has learned about the importance of sustained reading and the family builds a home library. The nurses make a note of the visit, indicating the child's reaction, and the title of the book is color-coded with a sticker and placed in the child's chart. During the next visit, the doctor will ask the child and the parent about sharing that book together, before introducing the next title.

The Stockton-San Joaquin County Public Library *Reach Out and Read San Joaquin* program began in 1998. Children's Services Resource Librarian Jane Dyer Cook heard pediatrician Dr. Robert Needlman speak about the benefits of *Reach Out and Read* at the 1996 American Library Association Conference in New York City.

"We have to try this program!" Cook remembers thinking. The library's *Families for Literacy* program was thriving. The library had an established link with health care providers – bringing *Families Reading Together*, a program to promote reading in developing the overall health of the family – into pediatrician's offices, high-risk obstetric/gynecology clinics and Lamaze classes. *Reach Out and Read* focused on pediatric literacy, using the doctor visit as

an opportunity to instill a love of books in the youngest child, and reading as a method of promoting health.

Through pre- and post-surveys of *Families for Literacy* and *Families Reading Together* participants and census demographics, the library knew that many families with young children hungered for this information. Cook wrote a grant in 1997 to support *Reach Out and Read San Joaquin* as an experiment. Cook spent eight months planning implementation with Al Murillo, administrator at San Joaquin General Hospital and Jim King, marketing vice president for Health Plan of San Joaquin. King was a recent transplant from Boston Children's Hospital, where *Reach Out and Read* began.

With an initial grant of $10,000 from Health Plan of San Joaquin and some marketing advice, the Stockton-San Joaquin County Public Library has been the driving force since the *Reach Out and Read San Joaquin* kickoff in 1998. Coordinator Toni Mandara Williams manages the daily operations of *Reach Out and Read San Joaquin (RORSJ)*.

Williams trains the volunteers who read to children and their families in the waiting rooms. She shows them how to interact with patients and how to behave and dress appropriately in a medical setting. She provides two hours of training on age-appropriate books for children from birth to five years old, and instructs them about how to read stories to engage even the youngest child and his or her adult caregivers.

In addition to raising all of the funds for *Reach Out and Read San Joaquin*, the library selects all of the books, provides all of the publicity, recruits, selects and trains all of the volunteers and coordinates the health practitioner trainings.

Reach Out and Read is a train-the-trainer program. The pediatricians train their colleagues, other medical professionals and staff involved in the program. In August 1998, the San Joaquin Medical Society invited Dr. Hillary Bethke from Oakland Children's Hospital to a luncheon where she spoke to a crowd of 60 pediatricians about the *Reach Out and Read* program. San Joaquin A+, a consortium of organizations allied for the health and educational well-being of children and their families, raised the money to host the luncheon. The San Joaquin General Hospital provided the space and promoted the program to its physicians. Interest sheets were quickly filled out, producing a waiting list of pediatricians eager to begin *Reach Out and Read San Joaquin* with the

The program instills a love of books in babies.

Stockton-San Joaquin County Public Library.

Among the first was Dr. Felipe Dominguez, Chief of Pediatrics of San Joaquin County Health Care Services and head of Children's Health Services, the first of the Stockton *RORSJ* sites. He is also *Reach Out and Read San Joaquin's* chief fan and primary instructor of the other participating *RORSJ* physicians.

New *RORSJ* hosts are chosen based on their connections to parents and young children and an established interest or existing program of communicating with young parents and their babies.

Dr. Dominguez didn't learn to read until he was in the fifth grade. He was the first in his family to graduate from junior high, the first to graduate from high school and college, and the first physician in his family.

Dominguez vows, "I will never allow a child to go through what I went through as a child. Reading is too important and precious a gift. All children must learn to read, and I have a duty and a responsibility to share this gift."

Since then, Dominguez has provided training for dozens of pediatricians, nurse practitioners and residents. All receive the training in order to participate in *Reach Out and Read San Joaquin.* New *RORSJ* hosts are chosen based on their connections to parents and young children and an established interest or existing program of communicating with young parents and their babies.

The 11 sites that provide *Reach Out and Read San Joaquin* serve a wide range of children and families. Dr. Kwabena Adubofour, originally from Ghana, has the only private practice clinic south of Charter Way in a sizable, underserved, low-income community. The library learned of Adubofour through the local newspaper in an article highlighting his commitment to reading and health. He paid children $1 for every book they read and told him about during a visit to him. As one can imagine, children came to see the good doctor every day, whether they needed to or not. Of course, Adubofour was delighted to participate in *Reach Out and Read San Joaquin.*

Dr. Trinh Vu joined *RORSJ* in 1999, serving primarily Southeast Asian families. She enjoys going into the waiting room to read to the children herself. Dr. Randhir Singh and Dr. Helen Reyes joined *RORSJ* in spring 2001 and also see a great number of diverse families.

The César Chavéz Family Clinic at San Joaquin General Hospital was the first *RORSJ* county site. Many Spanish-speaking families seek pediatric services there. Since then, San Joaquin County Public Health Services has formally adopted the *Reach Out and Read San Joaquin* program, serving families with clinics in Stockton, Manteca, Tracy, Ripon, Escalon and Lodi.

Reach Out and Read (ROR) was established as a national program in 1989, beginning at Boston Children's Hospital. Endorsed by both the American Academy of Pediatrics and the American Medical Association, *ROR* has received federal funds since 1996. A statewide *ROR* coalition was established in Sacramento.

The annual *Reach Out and Reach* national conference is held in Boston in May. When Children's Services Resource Librarian Jane Cook heard Dr. Barry Weiss at the 2000 *ROR* Conference, she convinced her *RORSJ* Steering Committee that his seminal work on health illiteracy was crucial for San Joaquin physicians. And so, Health Plan of San Joaquin funded a local program hosting Weiss, who spoke of the physician's responsibility to ensure the accurate treatment of his patients.

Weiss maintains his work with families indicates many adults cannot read and understand the medical information on over-the-counter and prescription medicines, medical release forms and a host of other printed information supplied to them. Weiss emphasizes the pediatrician's need for accurate translation, especially when dealing with families whose first language is not English.

Cook was absolutely correct. Weiss's work has been cited by all San Joaquin health providers who attended Health Plan of San Joaquin's program and has improved the way *RORSJ* practitioners provide medical care. The continuing education has also strengthened the *RORSJ* partnership. In 2001, San Joaquin County Public Health Services Clinic Manager Judy Ward accompanied Jane Cook to the national *Reach Out and Read* conference in Boston and has become a stalwart champion of the program to her medical colleagues.

Not all of the initial *RORSJ* experiences have been positive. One of the first medical clinics to try *Reach Out and Read San Joaquin* had full support from the chief administrator, but no buy-in from the support staff. The staff demanded more and more from *RORSJ* volunteers – more medical testing beyond the TB test to participate, no access to staff parking even for safety reasons in the evenings and other obstacles. Key members of San Joaquin County Health Services were asked to intervene with little success. After 18 months of frustration, the library moved on to another medical clinic. The library learned that training and buy-in from support staff is crucial to the success of the program. Special staff training is now held for every new *RORSJ* location.

> **When Children's Services Resource Librarian Jane Cook heard Dr. Barry Weiss at the 2000 *ROR* Conference, she convinced her *RORSJ* Steering Committee that his seminal work on health illiteracy was crucial for San Joaquin physicians.**

The national *Reach Out and Read* program supports new *ROR* sites with start-up funds and then continuation money in the form of book credits. In a program with Scholastic, Inc., funds are deposited directly to an account, which the local *ROR* programs draw down to provide the books for their participants. Book credits are matched with local fund raising to maximize the number of titles distributed.

The annual cost of running the Stockton-San Joaquin County Public Library's *Reach Out and Read San Joaquin* program is approximately $48,000. This cost includes materials only; office support, supplies, transportation, training and library staffing is provided in-kind. Primary funding has come from grants, the Friends of the

Stockton Library, the Library and Literacy Foundation of San Joaquin and United Way. Trainings are held at the library for adult volunteers and at the pediatric offices for medical professionals and personnel.

The library staff continually seeks methods to promote *Reach Out and Read San Joaquin.* A photo contest is held every January, inviting the best pictures of children enjoying books. The contest has increased donations and visibility for *Reach Out and Read San Joaquin,* which is one of the local designated giving programs for United Way. A fraternity at the University of the Pacific donates the proceeds of their aluminum and glass recycling. *RORSJ* receives funding from local garden clubs and the Rotary. Library and Literacy Foundation of San Joaquin Board Member Sara Cortes wrote a substantial grant to United Way for a half-time staff position for *Reach Out and Read San Joaquin.*

The library fulfills its mission of promoting literacy and reading to young children and their families, ensuring good visibility in the community. The partners learn new techniques in administering medical treatment.

The partnership has been beneficial to all. Children, their parents and caregivers learn so much about books and feel good about them and their medical treatment. The library fulfills its mission of promoting literacy and reading to young children and their families, ensuring good visibility in the community. The partners learn new techniques in administering medical treatment. Their use of books in the examination develops eye acuity and physical interaction, even in the youngest patient. And, the community has an increased awareness of the need for early literacy and its crucial role in child development.

Reach Out and Read San Joaquin has also created some major changes for library staff who are not directly involved with the program. Partnerships have developed in other areas of the library based upon the models created by *ROR.* Library staff are now convinced that helping children of all ages is the library's natural mission. And, as a result of *Reach Out and Read's* success, the Stockton-San Joaquin County Public Library has now embarked on another program to serve children from birth to five years old and their families in a mobile van, *Training Wheels,* sponsored by the California State Library and the Commission on Families and Youth.

"The visibility and recognition that *Reach Out and Read San Joaquin* has received in the community," Jane Cook says, "is the reason why basic literacy is one of the four library services selected as our goal for the next three years." The Stockton-San Joaquin County Public Library underwent a Public Library Association "Planning for Results" process and involved community representatives throughout the county. Basic literacy was identified as one of the four priorities for library service.

"*Reach Out and Read San Joaquin* is about quality," Cook continues, "and a thoughtful, planned response to address literacy needs in this county, one family at a time."

As Dr. Perri Klass, founder and national director of *ROR* says of the program, "We want to put the fun into parenting." How fortunate for the children and families of San Joaquin County.

Partnerships Widen Circle of Service

Children's Services Resource Librarian and Collection Development Specialist Jane Dyer Cook of the Stockton-San Joaquin County Public Library has extensive experience with partnerships of all kinds. With the *Reach Out and Read San Joaquin* program, Cook works with health care practitioners, pediatricians and medical consortiums. In other library programs, she has worked in partnership with local print, radio and television media, educators and school districts, universities and colleges, private and public youth-serving agencies, sports franchises and city and county departments.

Cook offers these pearls of wisdom regarding partnerships:

- Leave your turf and ego at home.
- Learn from others.
- Know who your organization is and what it is about. Your vision and mission should be heartfelt and enhanced, not diminished, by your partner's vision and mission.
- Be willing to compromise.
- Be flexible and creative.
- Avoid assuming that you have a corner on the knowledge market, especially when it comes to working with children.

"Maintaining the contact and developing the relationship is vital to any partnership," Cook adds. "Partnerships are vital to the library and enhance our ability to reach a wider audience and provide our customers with the best possible service.

"I never thought that when I graduated from library school that I would be doing this," Cook continues. "They [partnerships] take a lot of work, they sometimes make me lose sleep, but they keep me energized and it's one of the reasons why I love my job so much. I wake up in the morning and I want to come to work."

Local Touch, Global Reach: Libraries Connecting for Life-long Learning

A casual conversation over lunch in April 1999 led Luis Herrera and Mary Ann Laun down a path that would eventually result in a better way for students to get information from all libraries in their community. Herrera is the director of the Pasadena Public Library, and Laun is the assistant dean for library services at Pasadena City College Library. Together they launched the project, *Local Touch, Global Reach: Libraries Connecting for Life-long Learning.*

"It was apparent to both of us that schools weren't preparing students to navigate libraries," recalled Herrera. "Mary Ann and I chatted over lunch about the need to improve students' skills so they could do a better job of getting information. At the time, the school district didn't have strong school library programs. There was no uniform strategy for deploying technology, and they had no plan for libraries in the schools," he says.

Before they parted, Herrera and Laun agreed they would look into the possibility of getting people together to work on the problem. They both got approval from their respective boards, then set about forming a committee.

"The first person we approached was Christine Johns, assistant superintendent for instruction for the school district," Herrera says. "Then we put together a steering committee that included Christine, ourselves, plus directors from each of the other public libraries as well as librarians from the high schools."

The partnering institutions included:

- Pasadena Public Library which serves 145,000 people. It is an urban library consisting of a central library and nine branches. The library also draws patrons from Los Angeles County and the San Gabriel Valley and has an annual budget of $8.5 million.
- The Pasadena City College library which serves 28,000 students
- The Pasadena Unified School District which serves 24,000 students
- The Sierra Madre Public Library which serves a population of 12,000
- The Altadena Public Library which serves a population of 50,000

It soon became apparent that there was an urgent need for better communication among the partners.

"We were surprised at the lack of coordination among the libraries. None of us knew what the others were doing. We didn't know about each other's collections. We were especially surprised that there wasn't a uniform plan for technology," Herrera says.

"Our goal, when we started *Local Touch, Global Reach,* was to provide electronic access to the information resources of all these partners, including the school libraries," says Herrera. "Our target population was and still is the students in our school district as well as the community-at-large."

Adds Laun, "We envisioned a community

of information-literate readers and consumers of information, with skills that would enable them to digest information from whatever source."

From this beginning, the *Local Touch, Global Reach* steering committee set forth basic objectives, which included the following:

- Connect the catalogs of all partners;
- Share databases, e.g., full-text periodicals; and
- Provide staff development and training for teachers and librarians on information technology, collection development and any other topic that would support the project goal.

There is no written agreement among the partners, although there is a brief "concept paper" that describes the purpose, goals, objectives, benefits and the work of the committees.

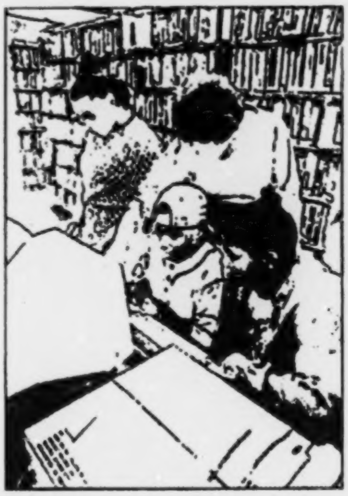
Currently, a core group of five individuals – the directors of the libraries and the school district – comprise the *Local Touch, Global Reach* steering committee. The structure evolved over time, according to Herrera. "Most decisions are made based on reports from the subcommittees and all decisions are shared by the partners," he says.

By the end of the first year the group had accomplished several objectives. Specifically, they:

- Developed a proposal for an electronic resources core collection;
- Began to gather population data about their constituents;
- Conducted a staff development and training workshop in fall 1999; and
- Took steps to reinstate the curriculum for the library technician program at Pasadena City College.

"This project has taken a tremendous amount of time," Herrera reflects. "I thought it would take us six months to achieve our original goals – it's now been two years and we're still working on them," he says.

The partners have indicated they want *Local Touch, Global Reach* to be an ongoing effort.



The program prepares students to navigate libraries.

According to Laun and Herrera, the greatest barrier to achieving the partnership's goals was getting key people to attend meetings when they were needed.

"Meeting target dates to achieve the goals depended on full participation of all the libraries," Herrera says. "In order to move ahead, we needed to have the decision-makers at the critical meetings, but often they were absent. This slowed us down and was frustrating."

Laun and Herrera approached this obstacle on two fronts: "We went to our political allies and enlisted their help in making sure key people were at the meetings," Herrera says. "We also conducted frank

discussions with the members of the steering committee. We said if they were serious about their participation, we would hold them accountable.”

Each *Local Touch, Global Reach* partner had to commit its institution’s own dollars and resources for the effort, including the school district, which now has a budget for automation and collection. Each focused on its own upgrades and planning. The partners were also able to share many resources, while the public libraries and Pasadena Community College offered staff training. “We did it with virtually no budget,” Laun says.

> **“Our staff is more aware of the connection with this project to community/student needs. We are no longer making decisions in a vacuum. For example, databases are now selected with an effort to collaborate.”**
>
> *– Luis Herrera*
>
> *Pasadena Public Libary*

Herrera agrees. “Almost no resources have been required to sustain the partnership,” he says. “When necessary, the partners have provided services on an in-kind basis and they are mostly small things.”

According to Herrera, there will be future costs for the public library. “We will need to buy a server so we can share a Web site for this project. That will enable us to have our own Web catalog that will link to the global catalog. We will also have to hire a Web designer. Everyone will have to ante up,” he says.

The program benefits students, partners and the community:

- Student benefits: The partners expect students to be able to access information by the time they leave school. “As students progress through the educational system, we hope they will develop information competencies and lifelong learning skills,” Laun says.

- Library benefits: According to Herrera, “Our staff is more aware of the connection with this project to community/student needs. We are no longer making decisions in a vacuum. For example, databases are now selected with an effort to collaborate.

  “Our staff also has a greater sense of collaboration with the other libraries and a greater understanding of the value of this kind of sharing. It offsets our tendency to be insular. Initially, the staff asked why we were doing this because it was a very different way of working with schools. But overall, our library staff has been very supportive,” Herrera concludes.

- Partner benefits: According to Laun, one of the goals was to offer a library technician certificate program at the community college. “This has now been approved and is being offered as an 18-unit course. We wanted this course to provide more trained library professionals for our area,” Laun explains. Herrera points to the positive response from schools as an indicator of success. “In terms of support for school libraries, their librarians tell us it’s the best thing that could have happened,

and it wouldn't have happened without the partnership."

- Client/customer benefits: According to Herrera, there is now "greater breadth of information available and individuals can access information from home."

All *Local Touch, Global Reach* partners committed to purchase the same electronic databases and have them installed by January 2001. Although they didn't conduct a needs assessment when *Local Touch, Global Reach* was formed, the partners recently concluded a "readiness analysis" which was funded by the California State Library.

"The State Library gave us $10,000 to help us find out if each library had technology plans, if the schools had libraries with credentialed library staff, if these libraries were automated and, in general, to find out what systems they had," Herrera says. "Everyone came to the partnership with varying degrees of readiness. For example, we wanted to connect catalogs but some of the school libraries were not automated.

"All partners are members of the Library of California network, such as the Linked Systems project," Herrera explains. "When we have the linked catalog, we can offer the training piece to students to teach them how to access information. Then we'll work on the next steps: establishing a delivery system and a mechanism that permits everyone to access the collections of the various libraries'" he says.

"The public library and Pasadena City College are working on the linked catalogs now, but the school system is just getting installed," Laun adds. Prior to the formation of *Local Touch, Global Reach*, each school was establishing its own library plans and determining its own technology without regard for networking capabilities.

"There was no uniformity," Herrera says. "Now there has been a major policy shift with money set aside for automation and collection. I strongly believe this wouldn't have happened without this collaborative effort."

Pasadena students develop information competencies and life-long learning skills.

Partnership Opens Doors to Information Literacy

1. The project raised awareness of the need for information literacy among those who were not thinking about it at the time, according to Herrera and Laun.

2. The project became a mechanism for open communication among the various libraries. "We weren't talking to one another," Herrera says. "Today we know what each is doing, what each of our strengths are and also our limitations. Previously, some of our staff didn't know which schools had libraries and which didn't."

3. The project created a commitment to enhance technology among the participating libraries. "We made key policy decisions about automation and vendor selection that will ultimately improve school libraries," Herrera says. According to Laun, "The greatest outcome has been the movement toward technology in the Pasadena high schools. Some had databases, some had nothing and some had no libraries at all. Today, all our high school libraries are scheduled to have the Follett Library System and the high schools will be networked." As part of the effort to enhance technology, the public library and community college have offered workshops for participating members. "Our intent is to introduce the school library staff to information technology," says Herrera. "These workshops are repeated on a regular basis, with specialized staff as trainers."

Advice

- Carefully define your idea: what are the outcomes you expect? Help your partners and prospective partners understand the concept. Work toward ownership by getting them to buy into it.

- Be sure your partners are clear on the project's overall mission and help them to stay connected to it. Put it in writing and refer to it often in meetings. Don't let the project stray off the mission's course.

- Be persistent when faced with setbacks and push, if necessary, to get the job done.

Concept Paper Helps to Launch Partnership

Pasadena Public Library Director Luis Herrera developed the following paper to get his partnership off the ground.

Background and Rationale:
Local Touch, Global Reach is a joint project among the libraries of the Pasadena City College, the Pasadena Unified School District and the cities of Pasadena, Altadena and Sierra Madre. When fully implemented, the joint venture will provide area students and the community at large with access via technology to the information resources of the community college, public and school district libraries. The goal is to build a community of readers and to develop information competency skills in students. Information competency has been defined as the ability to access, evaluate and use information within established ethical guidelines. This initiative also seeks to promote and support community-wide efforts to enhance literacy.

The program helps students access and use information.

Goals and Objectives:

- To connect the automated catalogs of the public libraries of Pasadena, Altadena and Sierra Madre, the Pasadena Community College Library and the school libraries in the Pasadena Unified School District
- To coordinate joint purchases of electronic databases and other library resources
- To provide staff development and training to teachers and librarians on information technology, collection development and other topics that support project goals
- To explore the possibility of a library technician training program to meet new market demands for library staff at schools in Pasadena and surrounding cities
- To expand the project to include other entities in the region
- To support the development of information competency and life-long learning at community-based learning centers and other institutions

Concept Paper *(continued)*

Project Benefits:

- Build a community of readers that can access, evaluate and use information
- Increase equity of access to all students, regardless of campus or learning environment
- Facilitate the development and enhancement of information competency of our youth
- Provide depth and breadth of collections and resources by avoiding expensive duplication of purchases
- Enhance and support community-wide efforts to promote literacy

Committees:

Library Collections and Resources – The committee charge is to identify a core collection that will enhance students' information competency skills as well as to develop their skills as college students and life-long learners. The emphasis will be on developing an electronic information core collection. The core collection is defined as that part of the collection that is program-driven, used actively for instruction and in high demand. The primary criteria for the inclusion of resources in the core collection is the support of the mission and curriculum of the schools as well as the development of skills that bridge students into higher education.

Technology and Facilities Infrastructure – The committee charge is to examine and assess the current state of technology in the participating institutions as it relates to library automation and connectivity. The emphasis will be to monitor the implementation of the various technology plans in order to support and carry out the goals of the joint project. The committee will also address the design and configuration of the area designated for each library and learning site to accommodate the equipment, materials, programs and services. These elements include reading space, computer space, an area for group activities and additional space for staff and support activities.

Access and Training – The committee charge is to develop policy and procedures to facilitate access of materials and resources between and among participating libraries. The committee will examine methods and the use of technology to access and deliver library materials to students. The committee will also identify training needs and ways to maximize participation of staff in participating libraries.

Public Relations – The committee charge is to advance and promote the project among the governing institutions and the community at large. The goal of this committee is to identify potential funding sources, articulate the project benefits and garner the support necessary to implement the goals.

Joint Use: Libraries Plus Schools Equal Learning Success

In 1984, Gerlach High School (NV) was on the verge of losing its accreditation. The school library was inadequate and funds were not available to improve the collection. The closest public library was 108 miles away in Reno. Bookmobile service was cost prohibitive. The School District contacted the Washoe County Public Library, and the partnership resulting in the *Community Libraries of Washoe County Public Library* began.

Communities take pride in joint-use library success.

Rural, remote Gerlach was the first of six schools involved in a library partnership, established in 1984, with the Washoe County Public Library, under the leadership of then Library Director Martha Gould. Gerlach was a "company" town, with a population of 500 and no more than 60 students enrolled in the high school. The 17-year relationship strengthened over time. Gerlach High School has now committed 3,000 square feet to its joint-use school/public library, almost tripling the size of the original space. The Gerlach Public Library used to be run by volunteers. The school librarian now volunteers two hours of her time every night for community access. Although not encouraged, the public can use the library when school is in session.

The other five joint-use school/public libraries are located in geographically isolated areas. Each is unique in its partnerships, although the basic rules of use remain the same. Nine-hundred-square-foot Verdi Library is located in an elementary school and partners with the Nevada Department of Wildlife and the Washoe County Public Library. The community voiced a need to incorporate wildlife in library operations; the library is located adjacent to a nature trail and the collection houses materials related to local ecology and the environment.

So, how does it work? Washoe County Public Library provides all of the cataloging for the entire collection. The school librarian buys school purchases and ships them to the Central Washoe County Public Library in Reno for processing. The collections are comingled. Only the preschool materials are separated; children and adults have access to the joint collection.

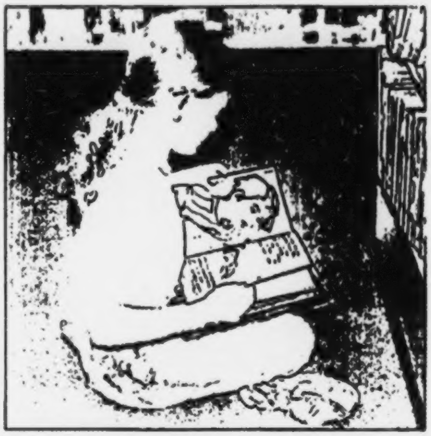
The school provides space, maintenance, utilities, custodial services, office equipment and supplies and commensurate staff. The public library provides the collection for the public, computers, software, collection development processing and the

commensurate staff during the late afternoon, evenings and Saturdays in support of public library hours. Hours are set by mutual agreement at the local level, but in most cases, the public library is operational after school library hours. The school librarian reports to the principal and the public librarian reports to the Washoe County Public Library. All offer traditional programming – storytime, lapsits, crafts – some offer year-round reading clubs.

Because there is no requirement for certified school library media specialists at the elementary school level, the joint school/ public library partnerships seem to be most effective in schools where a trained librarian would be placed.

Initially, the Washoe County School Board and the county commissioner submitted letters and requests to the Washoe County Public Library. Many schools are waiting for a joint-use opportunity with the public library. Now the joint-use facilities staff, the advisory board and school and public library coordinators have developed a set of criteria for minimum specifications on square footage and procedures.

Retired Partnership Coordinator Sally Kinsey compiled a manual of the program and the process, including sample contracts, memorandums of understanding, joint-use agreements, an operations manual, Spanish and English language publicity, and some helpful hints for joint-use programs.



Joint-use libraries often have the newest collections.

Each joint-use program is distinctive. Kristine Chubb is school librarian at the latest venture, the state-of-the-art Mendive Library. The architect and principal worked with the public library for two years before opening. With 22 computers in the library, an opening day collection worth more than $50,000, and another $50,000 in improvements to the facility the first year, Mendive is a leader among the *Community Libraries of Washoe County Public Library*. Its collection is integrated, with public and school materials interfiled. A significant amount of money is spent annually on technology, technical services and new CD-ROMs, collection development and programming. Much of this money is based on grants and state funds.

Chubb says of the Mendive program: "When the partnership works, it really works well, especially when communication is key." The partnership is strengthened by Chubb's cautious optimism and many communication venues throughout the system and at different levels. Once a month, an advisory board comprised of superintendents, principals, Washoe County Public Library Director Nancy Cummings, Washoe County Public Services Librarian Melody Ballard,

representatives from the Friends Board and school board, a parent (appointed by the school district) and representatives from the public library meet to discuss ongoing needs. The school and public library staff meet regularly.

Not everything has worked so well at the community libraries. Communication can be strained between the public library and school library staff who don't always agree on policies or procedures, or even on one another's mission. "It is a true test of one's fortitude," says Chubb, who emphasizes the need for ongoing, regular joint staff meetings.

"We don't always have the time to even relay messages to one another, let alone plan the operations of the library. We need to make time."

Chubb explains, "The partnership is still evolving, even after several years. We are still two very distinct staffs." And, referring to the operations manual, Chubb says, "We have this as a guide, but in reality, the business of negotiating between the two groups is a relationship we are continually developing, and it's sometimes a struggle."

However, the benefits seem to far outweigh the entanglements and snafus that plague most school/public library partnerships. The partnership libraries have the newest collections. The community favors such use of county funds.

Sally Kinsey remarks, "An overwhelming positive response from the community did surprise me. There is a territorial pride that envelopes a community when their joint school/public library succeeds."

In some cases, the partnership library focuses the community. The community of Duncan is very diverse. Much of the external funding came from grantwriting sponsored by the Friends of the Library, county commissioners and many others. Community Development Block Grants were committed to the partner library. Duncan Elementary was able to raise $250,000 to enable the project to go forward as a stand-alone building.

Today the joint-use Duncan Library is situated in front of the community swimming pool and the community center. Sandwiched between the elementary and middle schools, it is a status symbol for the Duncan community. The public and school librarians know all of the children and their families, and there is great appreciation and care of their library. In this community where crime can be prevalent, the library remains untouched, and every day the children emerge from each school and parade down the sidewalk to "their library."

The Nevada Department of Wildlife partners with the library.

The results in Duncan echo those found throughout the *Community Libraries of Washoe County Public Library.* The partner libraries have a significant impact on their immediate community, providing more avenues for teaching literacy at all levels. The partner library is a safe harbor in the inner city of Washoe County. The *Community Libraries* have created awareness and a love of the Washoe County Public Library. Thanks to the partnership, a second bond measure maintaining funding of the library passed successfully.

The partnership has impacted many. Politicians and elected officials find community favor when they support the library. Overall the partnership between the Washoe County Public Library and the Washoe County School District has encouraged communication and collaboration between the two entities and has broadened to include others, such as the Nevada Department of Wildlife.

More importantly, the partnership creates improved access to library services for all

Some Dos and Don'ts for Joint-use Facilities

If there is anyone in this world who knows what does and doesn't work in a school/public library partnership, it's Sally Kinsey, retired partnership coordinator for Washoe County Public Library. Kinsey is a consultant on school/public library partnerships, with years of first-hand experience.

As joint school/public library facilities are among the trends in librarianship, Kinsey's advice is timely and invaluable. "Remember," she says, "learn from your mistakes. But, above all, partnerships need cultivating and maintaining. They need TLC and, in some cases, a lot of tinkering. When they work, it's beautiful. Don't give up!"

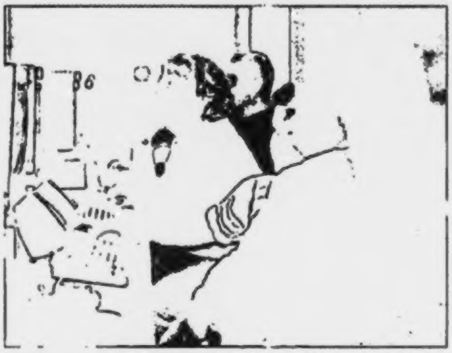
Here are some of her other recommendations about school and public library partnerships:

- Assess the viability of the partnership. You might find a more appropriate partner later.
- Set minimum square footage requirements for new construction. Kinsey recommends a minimum of 2,500 square feet for an elementary school library, 5,000 square feet for a middle school, and 8000 square feet for a high school.
- Get buy-in from all those concerned, especially at the schools. Meet with citizen advisory boards (or establish one), the principal, the school librarian, the school secretary, the custodian. Everyone is critical to success.
- Conduct a needs assessment prior to any joint partnership discussions. The needs of the community and the school (students, teachers, staff) must be acknowledged prior to developing the partnership and plan for a joint-use facility.
- Develop an operations manual that includes all joint-use agreements, policies and procedures.
- Make sure the community library is visible and has outside access for the general public. Make sure the school

Washoe County residents and gets libraries back into the school setting. Students now have access to everything available at the Washoe County Public Library – more than 800,000 holdings. They can place holds and have items they desire delivered anywhere there is a Washoe County Public Library outlet. And, as Washoe County Public Library provides T1 Internet access to all schools, Washoe students benefit even further. The inefficient courier system employed by the Washoe School District has now been replaced with the more cost-effective Washoe County Public Library delivery system.

"Overall, the *Community Libraries* are effective. They place the library squarely in the public's eye as a community priority," says Mendive School Librarian Kristine Chubb. The Washoe County Public Library has proven that doing business with schools is good business.

Dos and Don'ts *(continued)*



Joint-use facilities can make the library a community priority.

access door is locked after school hours.

- Make sure there is adequate parking, and that it is well-lit, close to the building and secure.
- Ensure access to a staff room for public library and school staff.
- Evaluate the partnership continually to reinforce the positive working relationship. Active communication is key; if one partner doesn't deliver, there is no workable partnership.
- Get administrative support – you need it to succeed.

Avoid:

- The public library's propensity for wanting to run the school library.
- Layers in the bureaucracy.
- Turf issues among staff not involved in the partnership.

Areas of concern to discuss may include:

- Total open hours available to the public. Schools generally want fewer hours. Public library staff generally want more.
- Staffing levels – there is never enough staff.
- Use of volunteers. School libraries rely heavily on youth and parent volunteers. Public libraries sometimes shun large numbers of volunteers.

Dos and Don'ts *(continued)*

- Community libraries are often promoted as full service libraries. However, they are not true "public libraries." Because the community libraries are on school grounds, they are not as accessible to the public as one might believe.

- Office space is never big enough.

- Missions of the school and public libraries are different. Schools emphasize the need to teach and educate. Public libraries are concerned with increasing public service and providing a balanced collection for children and adults.

Community libraries can be safe harbors in the inner city.

Remember:

- Partnerships are not for everyone.

- Partnerships are not always the best way of doing business.

- Partnerships may work well in inner-city and rural situations where people can walk to the community library.

- Partnerships can offer unique ways to approach a problem.

- Storefronts may be considered if money is limited.

- Consider locating the facility in a strip mall. They want your business and may offer you better price per square footage. A library can sometimes revitalize a mall.

- Do not discount a partnership with a community college or university. Partnerships with parks and recreation departments, senior centers, fire or police departments may be equally valuable.

- If partnering in a community center, get in on the ground floor, at the planning stage.

- Be part of your community agency's long-range planning.

- Learn from your mistakes.

For more information: "The Community Libraries of Washoe County Manual" is currently being revised by Sally Kinsey. Copies may be obtained by contacting Sally Kinsey at SallyKolohe@aol.com.

Library Partnerships with Foundations and Nonprofits

Library partnerships with community foundations and nonprofit organizations are proving an increasingly viable avenue to fund raising and marketing. But that's not really news. What is news is that when the right foundation or nonprofit partners with the right library, programs stretch way beyond their boundaries and far beyond their original plans. In fact, partnerships produce programs that would probably be out of reach of one organization working alone. It's the effort to reach a common goal that results in such returns.

This chapter includes a number of extraordinary partnerships that illustrate how library collaborations with nonprofits and foundations have changed programs – and people – in enormous ways.

Despite economic ups and downs, Americans are very generous. We tend to increase contributions to charitable causes each year, and 2000 was no exception. The AAFRC (American Association of Fund Raising Council) Trust for Philanthropy estimates total charitable contributions in the United States at $203 billion. About $168 billion, around 83 percent, came from individuals in the form of bequests and direct donations. Grantmaking foundations gave a total of $24.5 billion, and corporate giving was about $10.86 billion.

Based on these estimates, it might seem logical that organizations looking for dollars should seek out individuals rather than corporations or foundations.

But hold on. Libraries – especially those just getting started in fund raising – may find it easier to get money for special projects from foundations and businesses in their communities. Building a large base of individual donors can take years, but a few visits to a friendly foundation could result in a large donation – if the donor likes the library's project.

Although many libraries have successfully obtained corporate and foundation gifts, as a group, public libraries are behind the curve in getting their fair share. Foundations and corporations seem scarcely aware of them and their needs.

According to the Foundation Center, in 1999 less than 1 percent of foundation grant dollars was given to libraries, and it's probably fair to say that most of the money did not go to public libraries but to libraries in educational institutions.

How is this possible? Recently, a foundation executive was heard to remark: "Libraries aren't even on the radar screen." Perhaps, it's time to shift that image and put libraries "on the radar screen." Community foundations are good places to start because they are interested in supporting programs in their own back yards.

In preparation for *Joint Ventures: The Promise, Power and Performance of Partnerships*, the League of California Community Foundations conducted a short two-question survey of its 26 member organizations; twelve members responded.

(1) Has your community foundation worked with a public library to address a need in your area? Nine foundations answered yes; three answered no.

(2) Would you consider partnering with a library in the future?
Eleven foundations answered yes; one did not respond to the question.

Several of the respondents elaborated on their willingness to partner with libraries. One executive wrote, "Libraries are the backbone of any community. Investing in the library is an investment in the community." All but one respondent indicated they would welcome a contact seeking advice about how public libraries might partner with them.

Community foundations, as defined by the League of California Community Foundations on its Web site (www.lccf.org) are tax-exempt, nonprofit, publicly supported philanthropic institutions designed to provide long-term benefits to a defined geographic area.

These foundations work as partners with nonprofits, manage permanent endowments for individual nonprofits and provide management assistance to help ensure ongoing effectiveness. Community foundations across California work to target a community's priority needs, bring donors with similar concerns together and direct philanthropic dollars toward specific community goals.

The Council on Foundations, a national organization, lists 36 community foundations in California on its Web site (www.cof.org). Data collected from the US Census 2000 population figures and the California Department of Finance indicate that 93.3 percent of the state's population is in counties served by a community foundation. A chart showing community foundation coverage in California by county is included on pages 4-5.

The foundation universe has nearly doubled since 1985. Charitable giving increased an estimated 21.5 percent in 2000, surpassing independent and corporate foundations. Community

foundations have reported the fastest growth in giving every year since 1995. Their giving has nearly tripled in that time.[1]

Given that growth rate, accessibility and appeal to individual donors, chances are there is a community foundation – or will be very soon – in your library's neighborhood.

Partnerships between public libraries and nonprofit organizations are also proving their value, especially when mutually derived, easily understandable and attainable goals are formulated.[2]

So, who are these potential partners? Organizations that are not classified by the I.R.S. as private foundations are designated "public charities." These include churches, arts groups, educational institutions, environmental organizations, social service agencies, governmental units and certain endowment funds.

Organizations with a substantial degree of public support also qualify as "public charities" and these include agencies that receive more than one-third of their support from donations or from carrying out charitable activities. The Internal Revenue Code lists 24 categories of tax-exempt organizations under its "501" code subsection. The most common of these is the 501(c)(3).

Organizations that fall into this category include religious, educational, charitable, scientific, literary, public safety, certain national or international amateur sports competitions, children's or animal organizations and private foundations. This chapter, for example, includes a case study of the joint venture between the Public Library of Charlotte and Mecklenburg County (NC) and the Children's Theatre of Charlotte, which is a 501(c)(3) nonprofit.

In her *Fund Development Feasibility Study* for the California Library Association and California State Library, June 2000, Kathryn Covier Hannah offered these recommendations for libraries seeking partners in the nonprofit sector:

> "Library directors must take the lead and get to know the funders," she writes. "If California libraries want to attract foundation and corporate funding, they must waste no time in building relationships with the individuals who control these funds."[3]
>
> "Educating prospective donors is key. Before we can ask for money," Hannah writes, "we must first educate prospective donors about library funding needs, show them how additional private funds will benefit the community and explain the role libraries play in education.
>
> "Include the words 'youth,' 'education' and 'literacy' in every proposal," Hannah advises. "Funders in both foundation and corporate settings are avidly pursuing ways to ensure that the society of the future can read – and the sooner the better."

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[1] The Foundation Center, "Foundation Growth and Giving Estimates." Available from (www.fdncenter.org); Internet; accessed August 2001.

[2] Urban Libraries Council, Partners for Successful Cities, Nonproft Collaboration, Evanston, IL. February 22, 2000.

[3] Kathryn Covier Hannah, *Fund Development Feasibility Study* (Sacramento, CA. California Library Association/ California State Library, June 2000), pp. 7-8.

Community Foundation Coverage in California by County

The following list is based on data from the US Census 2000 population figures and the California Department of Finance. According to these sources, 93.3 percent of the state's population is in counties served by a community foundation (CF).

The League of California Community Foundations[1] is a statewide association of community foundations with a goal of statewide coverage. It is exploring ways to develop CFs in uncovered counties, however, the population base in some counties may not support a stand-alone foundation. In April 2001, 26 CFs were members of the League.

The Council on Foundations,[2] a national organization, lists 36 CFs in California on its Web site. Because not all CFs are members of either the Council or of the League, it may be necessary to research local sources. The Council defines membership criteria and provides a locator of community foundations in California.

Legend of symbols

- ✩ Indicates emerging community foundation. Source: League of California Community Foundations
- ◆ Indicates efforts under way to organize a community foundation. Source: League of California Community Foundations
- ✱ Indicates a county with no community foundation

Alameda
East Bay CF

Alpine ✱

Amador
✩ *Amador CF*

Butte
North Valley CF
✩ *Paradise CF*
(City of Paradise)

Calaveras
◆ *Calaveras CF*

Contra Costa
East Bay CF

Colusa ✱

Del Norte
Humboldt Area Fdn

El Dorado
El Dorado CF

Fresno
Fresno Regional Fdn

Glenn
North Valley CF

Humboldt
Humboldt Area Fdn

Imperial
The San Diego Fdn

Inyo ✱

Kern
California CF[3]

Kings
Fresno Regional Fdn

Lake ✱

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[1] See their Web site: www.lccf.org

[2] See their Web site: www.cof.org

[3] An affiliate of the Los Angeles-based California Community Foundation

Community Foundation Coverage *(continued)*

Lassen
◆ *Lassen CF*

Los Angeles
California CF
Glendale CF
Pasadena CF

Madera
Fresno Regional Fdn

Marin
Marin CF

Mariposa
Fresno Regional Fdn

Mendocino
Mendocino County CF

Merced
◆ *Los Banos CF*

Modoc ✳

Mono ✳

Monterey
CF for Monterey County

Napa
CF of the Napa Valley

Nevada[4] ✳

Orange
Orange County CF

Placer
Truckee Tahoe CF

Plumas
✩ *Plumas CF*

Riverside
CF Serving Riverside and San Bernardino Counties

Sacramento
Sacramento Reg Fdn

San Benito
✩ *CF of San Benito County*

San Bernardino
CF Serving Riverside and San Bernardino Counties

San Diego
The San Diego Fdn

San Francisco
San Francisco Fdn

San Joaquin
◆ *San Joaquin CF*

San Luis Obispo
San Luis Obispo Co CF

San Mateo
Peninsula CF

Santa Barbara
Santa Barbara Fdn

Santa Clara
CF Silicon Valley

Santa Cruz
CF of Santa Cruz County

Shasta
✩ *Shasta Regional CF*

Sierra ✳

Siskiyou
✩ *Shasta Regional CF*

Solano
✩ *Solano CF*

Sonoma
Sonoma County CF

Stanislaus
◆ *Stanislaus CF*

Sutter ✳

Tehama
North Valley CF

Trinity
Humboldt Area Fdn

Tulare
Fresno Regional Fdn

Tuolomne
Sonora Area Fdn

Ventura
Ventura County CF

Yolo
Sacramento Reg Fdn

Yuba ✳

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[4] Portions of this region are covered by a CF.

Sources: US Census 2000, California Department of Finance, League of California Community Foundations.

Six case studies of library partnerships with foundations and nonprofits are included in this chapter.

Bill & Melinda Gates Foundation Bridges Digital Divide profiles the foundation's goal of bridging the Digital Divide in the United States in five years. The *U.S. Library Program* was Bill and Melinda Gates' first major philanthropic venture, and about $11 million was allocated to California libraries in 1999. Separately, Microsoft Corporation has agreed to donate software valued at $8 million to California's Gates-funded libraries.

Libraries are ideal places for public access to computers and the Internet.

In *Foundations Join Forces to Benefit Library in Humboldt County*, you'll read about a partnership that was formed when volunteers in Eureka, CA, decided to start an endowment fund for the public library. Today, The Humboldt Area Foundation is the financial manager of seven separate funds collectively known as the Humboldt Library Foundation Fund.

Teens Make the Grade as Mentors documents a joint venture developed by the Oakland Public Library, the Wallace-Reader's Digest Fund and the Oakland Public Library Foundation and shows how libraries can function as youth developers. This partnership resulted in a program that serves as a model for youth development throughout the Oakland area.

Relationships, Persistence Take Raising A Reader® to the Top shows that even if a proposal is turned down initially, the connections formed can lead to an even more fruitful partnership later on. In this case, *Raising A Reader®*, a take-home book bag program, addresses the national crisis of one in three children entering kindergarten without basic pre-reading skills. What began as a collaborative partnership between the San Mateo County Library and the Peninsula Community Foundation has become a powerful model for a national program.

Acting to Build a Children's Learning Center is the story of how the Public Library of Charlotte and Mecklenburg County (NC) and the Children's Theatre of Charlotte have formed a joint venture to build a center in downtown Charlotte that may well be, when completed, the largest library/children's theater complex in the world. And, it all started with a phone call.

Small Family Foundation Makes Big Impact with Youth describes how a meeting over coffee sparked a collaboration between the Seattle Public Library Foundation and the Mannix Canby Foundation, headed by husband and wife, Theresa Mannix and Caleb Canby. The 4-year-old foundation wanted to fund programs for at-risk youths that would address their basic academic needs. The public library's *Global Reading Challenge*, which reaches into the schools, was a good fit and was implemented at 23 of the area's elementary schools.

Recommendations and advice on finding and partnering with foundations and nonprofits are included throughout the chapter.

Bill & Melinda Gates Foundation Bridges Digital Divide

"I am 43 years old and this is really the first time I have ever used a computer, and I learn something new every day! I have been disabled since 1993 with severe and chronic rheumatoid arthritis. It has made me pretty much 'home bound,' but now on my good days, I make myself walk four blocks to the library so I can 'surf the net'! The walking has improved my health and the 'information highway' has improved my state of mind. I'm saving so I can have a computer in my home someday, but even when I do I will still make my trip to my library, because it is one of the 'jewels' in my life."[1]

— Georgia Newberry, patron at a library with computers funded by the Bill & Melinda Gates Foundation

Some critics argue that the digital divide is not one of haves vs. have-nots, but rather of have-nows vs. have-laters. Consumers Union is concerned that the have-laters may never catch up, especially as the have-nows are moving on to more advanced technologies such as high-speed Internet services.[2]

— Consumer Reports

The Bush administration has signaled that it won't offer as much support for digital divide programs as its predecessor did. Even the whole notion of a digital divide was recently dismissed – the new Federal Communications Commission chairman Michael Powell compared it to a "Mercedes divide."
"I'd like to have one; I can't afford one," he reportedly said. [3]

— San Francisco Chronicle

"As we enter this final phase of what has been a tremendous effort to help bridge the digital divide, it is rewarding to realize the positive impact it is having on libraries and their patrons." [4]

— Richard Akeroyd, executive director of libraries and public access to information at the Bill & Melinda Gates Foundation

Not since Andrew Carnegie has a library funding partner matched the commitment of the Bill & Melinda Gates Foundation's *U. S. Library Program*. With assets of $23.5 billion, the Seattle-based foundation has taken up the challenge of bridging the digital divide in the United States within five years.

Started in 1997, the *U.S. Library Program* was Bill and Melinda Gates' first major philanthropic venture. Since that time, the program has made grants to more than 5,800 libraries in the United States, installed more than 25,000 PCs and trained 7,000 librarians. The program is dedicated to increasing public access to computers, the Internet and digital information for library patrons in low-income communities in the United States. It is anticipated that by the end of 2003, 10,000 libraries in 50 states will have benefited from the foundation's $250 million total anticipated donation. In addition, Microsoft pledged to match the Gateses' cash grants with

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[1] *Bill & Melinda Gates Foundation 2000 Annual Report.* Available from(www.gatesfoundation.org).

[2] *Consumer Reports,* February 2001. For more information see "Disconnected, Disadvantaged, and Disenfranchised: Explorations in the Digital Divide," on Consumers Union's Web site, (www.ConsumersUnion.org.); Internet; accessed August 2001.

[3] Carrie Kirby, "Funds for Bridging Digital Divide Are Drying Up," *San Francisco Chronicle,* April 23, 2001.

[4] Bill & Melinda Gates Foundation news release dated February 21, 2001.

software of equal value, making the total effort worth $400 million.

The library program aims to reach nearly all of the public library jurisdictions in the United States and Canada – about 11,000 – within five years, starting with the communities most in need. "By the end of 2003 we will have done all the grantmaking and we may even exceed the 11,000 number," says Richard Akeroyd, executive director of libraries and public access to information at the Bill & Melinda Gates Foundation.

Akeroyd joined the Gates Learning Foundation in December 1997, having spent 25 years working with public libraries in a variety of roles, including 11 years as Connecticut state librarian. He predicts a strong role for libraries as providers of technology. He is, however, concerned that libraries won't be able to keep up.

New computers enhance the library's value in the community.

"Technology is changing rapidly," he says. "We now have e-books, wireless capability and many other changes on the horizon. The e-books, in particular, will have an impact on libraries and how people acquire and use information.

"I see libraries playing a major role. The Seattle Public Library is loaning e-books now. They will be integrated into basic library services. A big issue is one of collection development, planning for collection space. Patrons will soon have the ability to get a book on demand. Libraries won't need to have a book on the shelf," he says.

According to Akeroyd, public libraries may use the foundation's funds to purchase computers, networking equipment and telecommunications services for Internet access. The grants also provide training and technical support to library staff.

California public libraries have gotten their share. About $11 million was allocated in 1999 to purchase computers, Internet access and training for public libraries in underserved communities throughout the state. Separately, Microsoft Corporation agreed to donate software valued at about $8 million to those California libraries receiving grants from the Bill & Melinda Gates Foundation.

Why did Bill Gates and his wife choose libraries to receive these grants – especially when many funders are reluctant to support public libraries, fearing they will be "replaced" by new technology?

The Bill & Melinda Gates Foundation 2000 Annual Report gives the following background:

As children, both Bill and Melinda Gates benefited immensely from the remarkable resources that public libraries offer. It was natural when they began to think about how to attack the problem of the Digital Divide that libraries would play a key role. The Library Program was launched with the objective of making sure that everyone in America, no matter how disadvantaged by poverty, lack of education or location, would have access to modern computers, advanced educational software and the Internet.

Libraries are the ideal place to offer public technology access. Their doors are open to everyone, and are often open in the evenings, on weekends and in the summer. They are found in nearly every community, and are staffed by librarians whose job it is to help people manage information, whether in books or over the Internet. Even the smallest libraries, when operated with efficiency, clarity and vision, can bring the world to their communities. Unfortunately, library systems serving rural and urban communities tend to be among the most poorly funded and the least endowed with computers and librarians trained in technology. In fact, one in three rural public libraries do not offer public Internet access.[5]

The first assessment report of the foundation's programs appeared in the February 15 issue of *Library Journal.*[6] It covered the first of four rounds of funding planned by the Bill & Melinda Gates Foundation focusing on Alabama, Arkansas, Florida, Louisiana and Mississippi. These early findings indicate many benefits for both libraries and the people who came to use the newly installed technology.

According to the assessment report, thousands of new patrons came to use the new equipment. Most librarians said they were unprepared for the heavy increase in library use. Although it taxed their resources in some cases, the majority of library staff reported an increase in morale. They said they believe the new computers have enhanced the community's perception of the library's value.

The assessment also revealed that students and low-income individuals were the heaviest users of the new computers. The new technology was especially helpful for job seekers. "For more than half of the unemployed users who used the library as a resource while looking for work, the library computers were their only source of access," the report stated.

California, along with 11 other states, was selected to receive a "state partnership grant" in the second round of funding which was implemented in 1999 and which will end this year. Fifteen states were selected for funding in 2001 and 2002. The foundation has now accepted applications for the fourth and final round of technology grants to be awarded from summer 2002 through 2003.

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[5] *Bill & Melinda Gates Foundation 2000 Annual Report.*

[6] "New Computers Bring New Patrons," *Library Journal,* February 15, 2001. The report is based on an independent assessment by a research team at the University of Washington. The Public Access Computing Project (PACP), led by Andy Gordon of the University of Washington's School of Public Affairs, is conducting the evaluation of the U.S. Library Program.

More than 500 California libraries were eligible to receive a Gates grant, and 576 were funded through the state partnership program as well as other foundation programs.

"It is pretty difficult *not* to get a successful application through this process, if the library meets the basic criteria," says Akeroyd. "The majority of California libraries that applied for grants got them."

Eligibility standards for a public library to qualify for Gates funding are minimal, once the state has been identified as a partner. The primary emphasis is serving the poor in "an area of greater than 10 percent poverty based on U.S. Census Department data for 1990."[7]

Internet access attracts thousands of new patrons to libraries.

What about the future? Will there be another chance for libraries that missed out?

"We don't plan to do another round of funding like this in California. Our next offerings for California will be for training," Akeroyd explains. "We are making program training grants to agencies and will offer the California State Library the opportunity to apply for a grant. It will provide training for libraries that have already received one of our grants.

"The program training grants will go directly to state libraries, not to the local jurisdictions." Akeroyd says the application for California "will be going out soon."[8]

Challenges for sustaining library technology:

1. Planning is critical

The most critical issue for success in bringing computers and Internet access to public libraries is to have a strong plan in place for telecommunications, technical assistance, staff training and long-term support. The library program provides a wide array of training classes and technical assistance for each grant recipient.[9]

The foundation's program is not intended to be an endless pot of money for the public libraries it funds. Rather, it is intended to be "a catalyst in the effort to bring technology access to informationally disenfranchised communities."

Guidelines point out that "many partners are needed at the local level for success in sustaining the investment." However, the Bush administration probably isn't going to put as much money into technology access projects as the last administration did. And Joint Venture Silicon Valley just pulled the plug on its own digital divide

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[7] Bill & Melinda Gates Foundation Web site

[8] California has applied for a training grant for a mobile training lab. For more information, contact Mark Parker, Chief, Library Development Services, California State Library, (916) 657-1892, or e-mail mparker@library.ca.gov.

[9] Ibid.

initiative because corporate interest was not strong enough to fund the $30 million required over the next five years.[10]

How will the anticipated loss of federal funding affect current and future rounds of grants from the Bill & Melinda Gates Foundation?

"Our program is about public libraries," Akeroyd says. "If funding is cut, it will affect libraries being able to reach their potential. However, libraries can work to sustain funding at the local level by seeking dollars from local government and business," he adds.

Although the foundation's guidelines call for an exit strategy to sustain the library program once grant funding ends, the first round evaluation indicated that few libraries had plans for this. Akeroyd says he and his staff are attempting to deal with that issue now.

"Based on what we learned in Alabama, we will be more pro-active about informing libraries of our plans for withdrawal of funding once the technology is in place," he says. "This way, the state libraries can be in a better position to help local libraries sustain their programs."

2. High cost of access

The relatively steep cost of high-bandwidth Internet access is a major challenge. The foundation staff says they are working with libraries that are spending almost 10 percent of their budgets on telecommunications costs. This huge burden will be eased somewhat by the Universal Service Fund, a telecommunications discount program funded by Congress and implemented by the Federal Communications Commission to help schools and libraries pay for data lines and connectivity.[11]

3. Need to access high bandwidth data lines

The other critical issue is the need for access to high bandwidth data lines. Even if Universal Service Fund discounts were fully implemented, some rural parts of the country couldn't take advantage of them because they don't have enough high-speed lines to facilitate access. Accessibility issues have been integrated into the training programs provided to each grant recipient. [12]

"As we've been closing the digital divide in one area – by providing access to computers – we haven't been keeping up with it in other areas, e.g., access to high speed and broadband technology," Akeroyd points out. "There is inconsistency of service with dial-up capacity and slow speeds. So one of the challenges we face, now that we have Internet access and people are using it, is expanding that access," he says.

The assessment report in *Library Journal* referred to earlier, mentioned several barriers to implementing or sustaining the Bill & Melinda Gates Foundation library

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[10] *San Francisco Chronicle*, April 23, 2001.

[11] Ibid. *Note: More information about the Universal Service Discount program is available from the Schools and Libraries Division Web site at: (www.sl.universalservice.org) or the Education and Library Network Coalition Web site at (www.eratehotline.org); Internet; accessed January 2001.*

[12] Ibid.

grants. These included:

- Lack of public awareness – especially among those least likely to use the library – of the availability of computers in their public library;
- Increased stress and workload for librarians with increased patronage; and
- The need for librarians to be trained to reach out to the poorest populations.

According to Akeroyd, the foundation staff are working on some of these issues, but they expect the California State Library to help as well.

"Our trainers have started to incorporate some solutions into the training we provide, but we continue to focus on technology and managing the technology," Akeroyd says. "The California State Library is addressing training needs, so maybe that is a way to focus on these problems more specifically."

California libraries that missed out on the foundation's grants can still benefit from the partnership. There are many lessons to be learned, such as having a plan in place for sustainability of a project and getting out in the community to find out what the needs are.

Perhaps the most important aspect of the Bill & Melinda Gates Foundation partnership is the mantle of credibility it lends to libraries everywhere. The foundation's investment tells the world – and prospective funders – that libraries are here to stay – not in spite of technology, but because of it.

New Computers Attract Patrons

Taken from the assessment report in *Library Journal,* February 15, 2001.
This article was based on assessment of the first round of the Bill & Melinda Gates Foundation U. S. Library Program grants. The assessment was conducted in Alabama, Arkansas, Florida, Louisiana and Mississippi.

1. Bridging the digital divide. Access to the Internet was a major attraction for new patrons, especially for about one-third who had no other access. Those with annual incomes of less than $15,000 used the computers most often and for the longest periods. Internet access was also important to those whose highest level of education is high school or less and to the unemployed.
2. Increased patron use of the library. Staff reported they were unprepared for the number of people who came to use the computers and stayed to review other library resources. Nevertheless, staff morale is up and staff report they believe their library's reputation has been enhanced.
3. Whether or not they used the library, community residents said they believe access to the Internet is very important. They said they thought having the new technology in the library enhanced their community.

Gates Foundation Execs Advise Libraries to Reach Out

- The Bill & Melinda Gates Foundation provides information and suggests that libraries start working with their existing partners as soon as they receive a grant. Look at what's going on in society today in schools, nonprofits, businesses and other institutions – they're all making an effort to work together. For example, in one community, Intel supported a computer clubhouse program, and had four nonprofits as their partners.
- Libraries are in an ideal position to reach out to other nonprofits. Librarians need to ask themselves: "What can our library bring to the table that the Boys and Girls Club doesn't have but might need?"
- How can libraries complement the work of other nonprofits and community institutions? Libraries have the capacity to build a whole greater than the sum of its parts – they should reach out and work together to address major issues through information technology. There are dynamite opportunities out there right now for libraries willing to reach out on a greater scale. Community organizations and libraries can each enhance one another's efforts. Imagine genealogy clubs, senior citizens groups and the local public library collaborating to create something even greater by incorporating technology.
- Take a look at *Library Journal* for inspiration. It always has articles about libraries that are doing great things with other nonprofits. Librarians could start by looking at the available literature in their own field.
- Librarians should become active in their communities, especially by joining service clubs, such as Rotary. They would find out real fast what the needs are in the community. Talk to business leaders, find out what they see as important and get them to become partners with the library.
- Talk to people like Debra Jacobs in Seattle, Gary Strong in Queens and Mary Hedrick in Columbiana, AL. They're doing extraordinarily creative things.

Also, there are "List Servs" operating in most states, and they are specifically set up for librarians to share their best practices with one another.

Foundations Join Forces to Benefit Library in Humboldt County

When volunteers who had been devoted to building the new main library in Eureka decided it was time to start an endowment fund, one of the first people they called on was Peter Pennekamp. Pennekamp is executive director of the Humboldt Area Foundation, a community foundation with assets of more than $50 million serving the Northern California counties of Humboldt, Del Norte and Trinity.

The relationship among the community foundation, the library and its volunteer group has a long history, beginning with a $50,000 grant from the Humboldt Area Foundation in 1982. The money was provided to help the community achieve its vision of a new main library. That dream was finally realized when the new Humboldt County Main Library opened in Eureka in November 1995. It is part of the Humboldt County Library system, a

Build Relationships, Advises Foundation Executive

Peter Pennekamp offers suggestions for libraries that want to partner with a community foundation.

- Work through volunteers. "Libraries may find it best to work with their community foundation through committed volunteers, such as the people in the library foundation or a 'friends of the library' group," Pennekamp says. "In our case these volunteers have been the intermediaries. From my perspective, our Humboldt Library Foundation people have created magic in their work with us and in the community. They really are independent – but they aren't in conflict with the library's goals. They manage to strike the right balance," he says.

- Take time to build the relationship. "It's very important to build a good relationship with funders, and it's very important for libraries to have high caliber volunteers to serve as a bridge between the library and the funder," Pennekamp says.

What about libraries in communities without community foundations? Is there any hope for them to get this kind of support?

"There are ways to create cooperatives for funds without a lot of overhead," Pennekamp says. "Sometimes the local United Way can help. The League of California Community Foundations is working hard to get the whole state covered so every region has access to a community foundation. Also, there is no reason a library foundation couldn't take the initiative and start the process to establish a community foundation," he says.

city/county library system with 10 locations.

"Starting in 1982, our community foundation handled all of the money from fund raising while volunteers worked away," Pennekamp says. "The library was finally built near the end of a decades-long depression that stemmed from the decline of the timber industry here. That library is a real testament to the strength of the community."

Today the Humboldt Area Foundation is the financial manager of seven separate funds collectively known as the Humboldt Library Foundation Fund.

Community volunteers who had been fund raising for the new library formed the Humboldt Library Foundation in 1997. With the new main library a reality, these key library volunteers saw the need for (1) establishing a library foundation that would continue to work on behalf of the library, and (2) creating a mechanism for fund raising that would sustain the library over the long haul. They met with Pennekamp to create an endowment fund that the Humboldt Area Foundation would house and manage.

The volunteers stipulated that they wanted a way to create "special" or "named" funds within their endowment fund. They wanted donors to have the opportunity to honor or memorialize family members and others. Today the library foundation's endowment stands at $145,000 and is made up of a variety of different funds.

Some community foundations require a minimum amount – $5,000 to $10,000 – to establish "named" funds. The Humboldt Area Foundation is willing to manage many small funds within a larger fund so long as they build to $10,000 within five years.

"The reason we don't require a minimum to establish and manage these 'funds within a fund' is that this is not a wealthy community," Pennekamp says. "We believe everyone should be able to participate and their participation shouldn't be based on wealth. Middle- and low-income people have as much motivation to give as the wealthy – sometimes more. We take that seriously."

An anonymous donor created the "Preservation Fund" to help maintain the redwood exterior of the main library in Eureka. These funds may also be used as a "match" to encourage other gifts for the general purpose of facilities maintenance.

The "Knowledge Fund" endowment was established by a board member to improve the library's nonfiction and scientific collections. A math professor created the "HunKwan Goh Memorial Fund," to honor his father who, as a child in Thailand, couldn't afford a formal education.

"The father would stand outside a window of the school and listen in order to learn what he could," Pennekamp explains. "Eventually, he became a successful businessman. His son created this fund to purchase library books about China and Thailand."

Since it was established a few years ago, the library foundation has raised money for a variety of projects in addition to the endowment.

"The library foundation has helped fund a

bookmobile and provided funds to help update and acquire new computer software," according to Nancy Nieboer, the group's vice president. They also contributed funds for library staff professional development and supported the "Living Legacy" project, which records and preserves historic memories of local elders.

The Humboldt Area Foundation has made many grants in support of the library over the years. Pennekamp describes two recent examples:

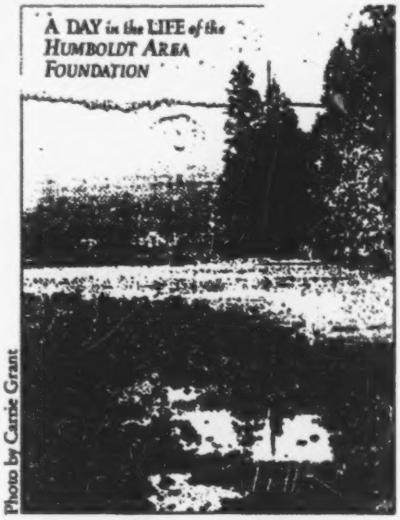


Photo by Carrie Grant

Community foundations can be powerful library advocates.

"We recently made an indefinite commitment to use our discretionary funds to support the library's Author Festival with a $10,000 stipend for authors," he explains. "This event is held every other year and is important because it brings the library into every elementary school in Humboldt County. We are also about to make a grant to help pay for a new library automation system," Pennekamp says.

"This special library foundation project will cost about $200,000 to install in the library and its 10 branches, which now includes the newly reopened branch on the Hoopa Reservation," Nieboer says. "Money will be raised by the library foundation through grants and individual and corporate donations."

Although the Humboldt Area Foundation manages funds raised by the library foundation, Pennekamp says it is more than "just" a financial management institution. "We are very involved in the life of the library and the community," he says.

Pennekamp describes ways his community foundation works with the library and other nonprofits. "We often work in an advisory role with nonprofits in the community," Pennekamp says. "For instance, the library foundation came to us recently for advice on how to structure a capital campaign for books and equipment for the library. They asked about assets, where the donors are, how to frame the campaign and which private foundations we thought might join in. They are looking to us to provide information as they need it."

The Humboldt Area Foundation has served as an advisor to the library foundation on many occasions over the years. Nieboer describes a few examples: "They provided workshops for us in planned giving, building the endowment and board development," she says. "They also paid the consultant who conducted our board development training."

Community foundations can be powerful advocates for libraries. Pennekamp says they can be very helpful in the political

arena, especially if a library needs an advocate to speak with officials on behalf of the community. "This ability of community foundations to both advocate and fund is a powerful combination," he says.

"Managing funds is another service community foundations provide with a high level of expertise and accountability," Pennekamp says. "This type and level of professional management may not be possible for many library support groups."

Pennekamp points out that the community foundation can also help promote the library's various causes among its donors. These are individuals who have created "donor-advised funds." They give money to the community foundation to manage, invest and distribute with their input.

Of course, the most obvious way a community foundation can help a library is to give it money. "Community foundations can make grants to libraries from a variety of sources," Pennekamp adds. "We can award money from our 'discretionary' funds, as well as encourage support through our donor-advised funds. We can also create special funds that are dedicated solely to the library, such as the endowment fund we manage here for the Humboldt Library Foundation."

Something that may come as a surprise to libraries is that community foundation staff can help as volunteers. "We encourage our staff to volunteer in the community," Pennekamp says. He explained, however, that staff who are directly involved in grantmaking cannot serve on a nonprofit board that might apply for funding.

According to Pennekamp, the relationship is everything if a library wants to get support from a community foundation. "Our foundation prizes community leadership and volunteerism," he says. "The Humboldt Library Foundation is a real model in our community for these qualities. Moreover, they are obviously more successful in getting funded than other groups with whom we may not have such a close relationship. I cannot say enough positive things about this group of people."

Unity Leads to Foundations' Success

1. Pennekamp believes the relationship between the Humboldt Area Foundation and the Humboldt Library Foundation is mutually beneficial. "The relationship works for both groups because of the wonderful team of library foundation volunteers," Pennekamp says. "They are deeply committed to the library, working with dedication year in and year out. They are also professionals who bring tremendous skills to the tasks at hand. This partnership has been nurtured over many years. The library foundation people keep us informed and involved and we want that," he says.

2. The Humboldt Area Foundation serves as an advisor and advocate to the library and the library foundation, providing expert assistance on a variety of issues. "I've always been pleased with the Humboldt Area Foundation's staff and their attitude toward helping," Nieboer says. "They want to do things right and do them the best way. They are supportive. If we have a problem or miscommunication, we resolve it. Because of our involvement with the Humboldt Area Foundation, we are better able to meet the needs of our library's diverse population that ranges from toddlers to centenarians. We know we can call on the key people at the community foundation and get the job done," she says.

3. The Humboldt Area Foundation takes an active part in marketing the library foundation to prospective donors. "We publish an annual report in a 'magazine' format," Pennekamp says. "It includes a description of each fund we manage with photos and it's very readable. Within it is a focus on the Humboldt Library Foundation Fund – and that gets a lot of attention. It's another marketing tool for their fund raising efforts." Nieboer agrees. "We found that some people actually 'shop' the Humboldt Area Foundation annual report like a catalog," she says. "We got a very handsome donation from a first time donor who saw our library foundation featured in this report and decided to support our cause."

Teens Make the Grade as Mentors

Fifteen-year old Sam (not his real name) had not attended school in three years. His mother saw the television ad for the Oakland Public Library's Teen Homework Center and cried when she called on the telephone.

"He can't read. I am out of answers. He sits at home or he goes out, and I don't know what he's doing or who he's doing it with. I don't want to lose him to the streets. Can you help me?"

Photo by Jonathan Eubanks

Caring adults coach kids in *PASS!* at Oakland Public Libary.

So Sam began attending afternoon sessions twice a week at the Oakland Public Library, working with college students, at first just to improve his reading skills, and then later to build his confidence and trust in others. When Sam turned 16 and was able to get some assistance from the library's adult literacy program, he eagerly accepted the challenge and the help. He is now a regular library user and has decided to return to school.

The Teen Homework Center is one of the many programs developed in a unique partnership with the Oakland Public Library (OPL), the Wallace-Reader's Digest Fund, and the Oakland Public Library Foundation (OPLF). The Public Libraries as Partners in Youth Development Initiative (PLPYD) was established in 1998 by the Wallace-Reader's Digest Fund with the premise that public libraries could function as youth developers in partnership with other agencies serving youth. Wallace turned to the American Library Association to administer a national survey of public libraries, and then consulted with the Urban Libraries Council to provide technical assistance and support to the nine libraries that were selected for the PLPYD Initiative.

The one-year planning grant and subsequent three-year funding enabled staff at the OPL and the OPLF to focus on formally assessing the needs of teen users and non-users in Oakland; to evaluate, improve and expand an existing program for teens and young children; and leverage resources to provide staff development and training, a youth council and a wide range of support for teen development.

OPL had initiated its *Partners for Achieving School Success! (PASS!)* program seven years before in an effort to employ teens, who worked with caring adults to coach, mentor and provide homework assistance to younger children in an after-school library setting. The program was successful – more than 40 teens were employed on a school-year basis, and more than 900 children were regular customers.

But *PASS!* hadn't involved youths in the planning and implementation of the program. Teen mentors also needed to maintain a 3.0 grade average, and there was a placement test prior to employment. The program limited the number of teens who could participate because of the lack of diversity in opportunities provided, the GPA requirement and the lack of funds. *PASS!* had been funded entirely through private and public fund raising, engineered by OPLF. OPL staff worked with the Youth Employment Partnership, Inc. (YEP), a local youth employment agency, to provide payroll and youth training support.

Photo by Jonathan Eubanks

***PASS!* provides meaningful opportunities for teens to participate in library programs.**

When the Wallace-Reader's Digest Fund and the PLPYD Initiative became a reality, OPL and OPLF staff discovered a method to improve and enhance *PASS!* In response to a needs assessment of thousands of Oakland youths, OPL staff worked with the OPLF grantwriter to develop a comprehensive program that would address the need for many more opportunities for teens to participate in library operations. Through the initiative, OPL was able to:

- Double the number of teen mentors hired during the school year;
- Relax the GPA requirement and include more at-risk youth in *PASS!*;
- Create Teen Homework Centers in three areas of the city;
- Establish a Teen Technology Docent program that provides paid training in customer service, PC troubleshooting, software application and Internet use. Teens then volunteer as docents to assist library customers of all ages when they use electronic resources;
- Establish a youth council that has formal reporting structures to library administration; and
- Provide meaningful opportunities for teens to participate in library programs and services.

As the financial and physical support for the expanded *PASS!* program developed, the partnership between OPL and OPLF grew. OPLF now provided assistance with contract writing for new partners and participating agencies, leads on other sources of funding and budget management. The foundation began to explore financial management of the teen staff and assumed a greater role in payroll for adult employees of the program. As fiscal agent of the PLPYD Initiative, OPLF staff worked closely with OPL staff to ensure that all aspects of the program were carried out in a timely manner, and as was specified in the grant. OPL and OPLF staff were responsible for grant management, future grantwriting, reporting and site visits from funders.

The partnership evolved to include private fundraising through the *PASS!* Partners, a group of 50 influential families that

combined resources to generate monetary and voluntary support for the program. Library staff provided the significant qualitative and quantitative monitoring, evaluating and reporting of all initiative events.

OPL and OPLF staff attended training and technical support workshops sponsored by the Wallace-Reader's Digest Fund and the Urban Libraries Council, and the OPLF executive director became a critical link in maintaining support for the relationship with each entity. When a change in OPL staffing occurred in the middle of the three-year program, Foundation Executive Director, Duff Axsom maintained the continuity, focus and financial support necessary to keep the Oakland Public Library on track as a youth developer.

The program is a source of pride and honor for the Oakland Public Library Foundation. Executive Director Duff Axsom says, "The partnership with the Wallace-Reader's Digest Fund and the Urban Libraries Council is one of the most exciting that I've experienced." He describes the results of the partnership: "The work that we've been able to accomplish with youth over such a short period of time is phenomenal. Our track record is exemplary: 100 percent of our teens that are college-bound have been successfully admitted to two- and four-year colleges and universities. Half of them have received scholarships. The success of *PASS!* makes my job easier in persuading funders to invest in the program."

Patty Wong, former director of the OPL Public Libraries as Partners in Youth Development program, says, "The Oakland Public Library was at a crossroads in developing its program for teens. As active partners, the Wallace-Reader's Digest Fund, the Urban Libraries Council and the Oakland Public Library Foundation encouraged the library to break through some traditional outmoded ways of thinking and enabled us to focus on some of the outcomes we wanted to accomplish in working with Oakland youth. We learned a whole new language and a new way of doing business."

The PLPYD experience has also changed the way Youth Employment Partnership, Inc. (YEP) does business. YEP Executive Director Michelle Clark-Clough says, "There's a lot of give and take in a partnership. Because we work so closely together on this program, the Oakland Public Library and the YEP staff continually learn from one another, and from our respective managers, on how to make the work more productive, more effective and more fun for the teens. Patty Wong and I equally share the responsibility for creating an environment where our employees focus on becoming more youth oriented."

The Wallace-Reader's Digest Fund and the Oakland Public Library Foundation continue to work closely in determining their goals and mission for the future. The Oakland Public Library organized a focus group for all local Wallace-funded programs to discuss the future of the consolidation of the Lila Wallace and DeWitt Wallace funds into the Wallace-Reader's Digest Fund.

The Oakland Public Library Foundation is now focused on raising awareness, as well as funds, for its literacy-based programs for teens, children and adults, and has devoted much of its energy to youth

development. The Oakland Public Library staff uses the tenets of youth development as a springboard for many of its other successful programs. The library is now recognized as a youth development leader within the city of Oakland.

The partnership between the Oakland Public Library, the Oakland Public Library Foundation and the Wallace-Reader's Digest Fund was pivotal in providing institutional change. The library has created a youth services coordinator position and has budgeted for four additional teen librarians. The collection development budget for teen services has increased by more than 400 percent and the Youth Leadership Council and many teen volunteer groups are planning and producing programs and services for youth. The Oakland Public Library moved from an organization that focused on providing services *to* youth to services *with* youth.

"Without this partnership," Wong says, "we would not have been able to provide that pivotal one-to-one adult support needed by youths like Sam, and that makes all the difference."

Needs Assessment Leverages $600,000 in Support

"A good needs assessment is worth its weight in gold," says Patty Wong, former director of the Public Libraries as Partners in Youth Development Initiative for the Oakland Public Library. The 40-page document developed in 1999 from a Wallace-Reader's Digest Fund planning grant has generated a three-year commitment of $400,000 from the fund and an additional $200,000 from other sources. "The needs assessment is just the tool to make my job of fund raising easy," says Duff Axsom, the executive director of the Oakland Public Library Foundation.

When the Oakland Public Library was awarded a planning grant of $29,941 to evaluate their teen services program, the staff chose to work with an expert in statistics and research from a social service perspective. BethAnn Berliner of WestEd Research took the challenge of creating a snapshot of existing library services, determining teen needs within the city and developing a plan for future library activities. The project excited Berliner, as a library advocate and user. And, as a mother of a school-age child, Berliner wanted the Oakland Public Library primed to embrace the city's burgeoning number of teens.

Berliner worked closely with the OPL staff to develop focus groups for those associated with *Partners for Achieving School Success! (PASS!)*. As the lead researcher, Berliner organized each focus group into clusters of 12 people and provided ample refreshment and a quiet, confidential setting, independent of library staff. Then the focus group participants, teen mentors, all adult staff, child customers and their parents provided a list of priorities to re-define and improve the *PASS!* program.

Citywide surveys and focus groups, with teen library users and non-users, provided key preferences in improving

Needs Assessment Leverages *(continued)*

library service for all youths. The teen mentors participated in developing and implementing a survey instrument to hundreds of youths in Oakland high schools. Teen mentors were trained in methods to conduct an informal survey and were given $1 for every survey distributed to their fellow students. Each interviewed youth was rewarded with $1 for his/her participation. The results were phenomenal, with the return of hundreds of valid surveys that reinforced the direction for library services to teens.

Oakland Public Library is now a youth development leader.

The survey revealed a variety of services the Oakland youths wanted the library to provide:

- More employment and volunteer opportunities;
- More current and appropriate materials;
- Space dedicated for teens;
- Teen representation in program development and implementation;
- Homework help for teens provided by college students; and
- A friendlier, more youth-oriented staff.

The results of the needs assessment reinforced much of what the library world has learned about the needs of teens and public libraries, but there was one critical difference. Using a combination of statistical data and qualitative analysis, and many direct quotes from teens, children and parents, WestEd and the Oakland Public Library created a compelling statement, focusing on the needs of Oakland youths and the library's essential role as a youth developer, in partnership with other youth-serving agencies. The Oakland Public Library was now recognized as a "youth agency" by other, more traditional youth organizations, and primed for additional sources of financial support, normally reserved for "youth developers." The library also had a direction to officially partner with other agencies who had similar missions but a wider range of specialized skills that would enhance the library's teen program. The need for partnership also included funders.

Needs Assessment Leverages *(continued)*

The needs assessment also included documentation of a breakfast meeting of local and regional funders. The funders acknowledged the library's importance as a community icon, especially for children, teens and families. But they sent a strong message to city government. They wanted to see formal line-item support from city coffers, in addition to the tremendous financial support from the nonprofit sector.

The message sent from the funders' breakfast was heard loudly and clearly by the city of Oakland. With the support of the needs assessment and community lobbying, the library was given line-item funding for a full-time staff position. With this financial commitment from the city, local, regional and national funders acknowledged the success of the program and began to contribute as well. Other agencies, including UC Berkeley, Mills College and local media, heard about the library's focus on youth development and came to the table, bringing invaluable expertise, skills and in-kind support.

The needs assessment, "The Oakland Public Library as a Partner in Youth Development," was distributed to hundreds of key elected and appointed officials, funders, library workers and youth-serving organizations. The document served as a blueprint for the Oakland Public Library to follow in creating a comprehensive program of service, with teen involvement at every step.

As Elaine Meyers, Urban Libraries Council project director for the Public Libraries as Partners in Youth Development, says, "The Oakland Public Library needs assessment is probably one of the most compelling documents for a library's successful role in youth development."

BethAnn Berliner sums it up this way, "The Oakland Public Library now has a tool that can promote its success with youth, point the library staff in the direction teens want to go and advertise the library as a viable partner in youth development. The needs assessment tells the story of the Oakland Public Library in a compelling and convincing way that is very attractive to the community, politicians, and especially funders. Now, I am an even stronger advocate and partner of the Oakland Public Library, and I am especially proud to be a part of this program."

Relationships, Persistence Take Raising A Reader® to the Top

When Jeanine Asche's boss told her to get out of the library and build literacy programs in the community, little did she know that her efforts would grow into a program with wealthy "investors" and a national focus.

"I was hired in 1995 as San Mateo County Library's youth services program manager. The director told me not to spend my time just doing traditional library services (like building collections) but to get out and build programs that would make a name for the library as a leader in literacy outreach," Asche says.

Asche, as the saying goes, hit the ground running. In December 1995, she sent a proposal to the Peninsula Community Foundation (PCF) asking for funds for a *Books for Babies* project. The grant was denied. However, that initial contact was the beginning of what would eventually become a fruitful partnership for both the library and PCF.

"Sterling Speirn, PCF president, called me after they turned down my request," Asche says. "He told me then that their foundation was very interested in doing 'something' with an early literacy focus but couldn't do anything at that point because the timing wasn't right."

Asche powered through. In summer 1996, she organized the Literacy Network Committee, made up of agencies and individuals who were concerned with literacy. From her connections in the literacy group, she heard about an opportunity for another early literacy project the library could take to the PCF.

"I heard the county health department was launching an initiative in our area called *Prenatal-to-Three* and I decided to go talk to them," Asche recalled. "Because it was supposed to be a holistic approach to early childhood health care, I asked them what they were doing with literacy. I mentioned that literacy is a key factor in maintaining a healthy lifestyle and they agreed. So, I sent another *Books for Babies* request to the Peninsula Community Foundation and it was funded in 1997.

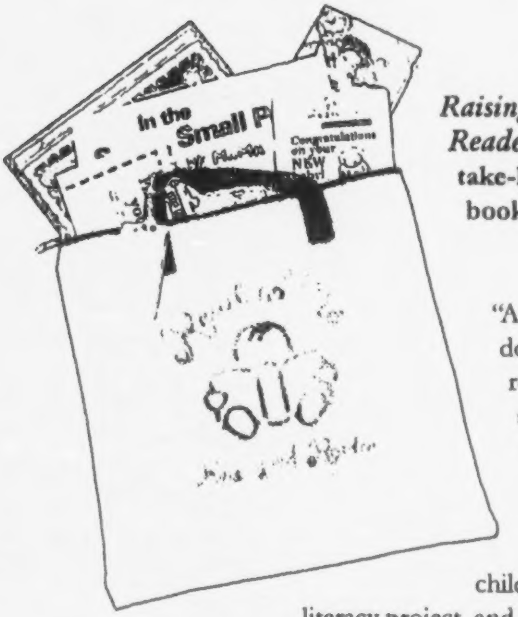
"The important thing here is that PCF wouldn't have funded it if we hadn't been collaborating," Asche says.

That was the first step toward creating today's *Raising A Reader®* program. The name originated with Asche, who had used it for other early literacy programs she had started. "Everyone seemed to like it, so it stuck," she says.

"I learned how important it is to get out and meet with other people and agencies in the community," Asche says. "You can't do a really big program without partners. You must collaborate and, in this way, you're building a base, a foundation. It helps to put you in the right place at the right time. I call it 'creating serendipity.'

"Out of the Literacy Network Committee evolved an Early Literacy Subcommittee and that was the key to our eventual funding," Asche continued.

Bernadette Glumac,[1] the director of *Raising A Reader®* describes what happened next. "In late 1997, with great timing, Ruth Holton (then director of the Peninsula Partnership for Children, Youth and Families – a program of PCF) called Jeanine (Asche) with a request to connect with early literacy people in the community," Glumac says.



Raising A Reader® **uses take-home book bags.**

"A private donor had recently made a sizeable contribution to PCF specifically for a children's literacy project, and Ruth was looking for a way to put the money to use. Jeanine invited her to join the new Early Literacy Subcommittee," Glumac says.

Holton's Peninsula Partnership for Children, Youth and Families had a goal to create reading success with children by third grade. She and Asche both recognized there was a gap in reading programs for very young children within their community.

In the meantime, members of the subcommittee were busy building a vision based on a "build-it-and-they-will-fund" premise. They identified several objectives, including:

- A take-home early literacy book bag program that would encourage low-income families to read together;
- An early literacy training series for child care providers and parents of young children; and
- Collaboration with the library as a natural community resource for literacy.

Jeanine Asche and Ruth Holton went to work on a proposal for the Peninsula Community Foundation. The timing couldn't have been better. Sterling Speirn, the foundation's president, had recently heard about a book bag project an acquaintance of his was running with her employees in the Oakland area. According to Glumac, he liked the idea and wanted to see it implemented in the communities served by the PCF.

The proposal Asche and Holton submitted was approved for $200,000 in summer 1998 and *Raising A Reader®* was officially born.

Raising A Reader® was established with Glumac as its full-time director in November 1998. It is a "take-home," pre-literacy book bag program with a unique design and delivery system that has been licensed by PCF's Center for Venture Philanthropy. It has now been adopted in San Mateo, Santa Clara, Sonoma and Los Angeles counties. What began as a

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[1] Glumac's position is in transition. She was hired by the San Mateo County Library with grant funding from the Peninsula Community Foundation. She is in the process of making the transition from being the first (local) *Raising a Reader®* director at the library, to directing the project as it shifts to a national focus. *Raising a Reader®* is now a program of the Peninsula Community Foundation's Center for Venture Philanthropy. Glumac will eventually have her office at that site, and the library will hire another local director for *Raising a Reader®*.

collaborative partnership between the San Mateo County Library and the Peninsula Community Foundation has become a powerful model for a national program that encourages parents to read aloud to their children.

Raising A Reader® addresses a national crisis: one in three children enter kindergarten lacking basic pre-reading skills. As a result, a high percentage of these children never develop strong reading skills.

More than 10 years of research supports the premise that one of the most important activities for building understanding and the skills needed for reading success appears to be reading aloud to children. Nationally, one out of five children enters kindergarten lacking basic print familiarity skills and one out of three children do not recognize alphabet letters.

Asche has a broad vision for the program. "We want to create a community of readers. *Raising A Reader®* targets children before they enter kindergarten, especially children at risk and children from families representing other cultures. Our community has many races and cultures converging together," she says.

According to Glumac, they also wanted to make *Raising A Reader®* fun for parents. "We target underprivileged families, and we realize these parents are overworked and have little time to spend with their children," she says.

Sustained by strong links to libraries, the *Raising A Reader®* Book Bag Program uses a distribution system of childcare centers and home health visiting programs. Sturdy, bright red book bags filled with high-quality picture books are rotated weekly among families. Children love the book bags and draw their families into reading with them.

Child care providers and home health workers are trained in "read aloud" strategies and are given tools for engaging parents, such as a red attaché case of materials and videos in English and Spanish. Each family receives a 13-minute "How To Read Aloud" video, produced in seven languages by an award-winning artist.

"The video teaches parents in a fun, light way how to share a book with a child. It shows them how engaging with a book is not just about reading – it's about having fun with your child," says Glumac.

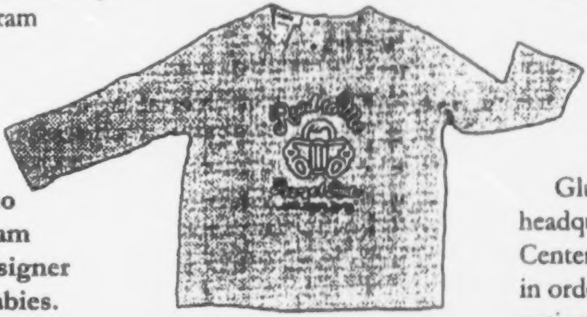
> **"We want to create a community of readers. *Raising a Reader®* targets children before they enter kindergarten, especially children at risk and children from families representing other cultures."**
>
> *–Jeanine Asche,*
> *San Mateo*
> *County Library*

Families and children are encouraged to use the local library as well. "Every child is given a bright blue bag that says 'My Library Book Bag.' The child gets to keep it after about four months," Glumac says. "It encourages them to go to the library. Children's librarians are actively involved in this process."

"I was hired under a 3-year grant agreement with Peninsula Community Foundation," says Glumac. In large part because of Sterling Speirn's commitment to the program, the foundation provided substantial resources:

$200,000 for salaries for three years; $100,000 to implement the pilot; and $20,000 for evaluators.

"PCF has a philosophy of being a learning organization," Glumac pointed out. "Their philosophy can be paraphrased as 'We want you to make mistakes.' The PCF leadership knows that what you design on day one probably won't work. The problem with start-up programs in most nonprofits is that they don't have the freedom and flexibility to make mistakes, test and tinker to get the program right. PCF backing gave us this flexibility," she says.



The San Mateo County program distributes designer T-shirts for babies.

The *Raising A Reader®* Steering Committee is a critical third partner and is a key element of the program model being marketed to other areas. In San Mateo County, this committee includes representatives from the Child Care Coordinating Council, childcare center providers (EvenStart, HeadStart), the County Office of Education, various libraries, city government programs, health care agencies, community colleges and other nonprofits. The project also had advisors from Stanford University.

In spite of Asche's efforts at building support for the program, some San Mateo County libraries declined to participate. "Because of the many other separate city library jurisdictions within San Mateo County, it has been complicated to reach the entire county population with the book bag program," according to Asche.

"On the other hand, the Redwood City Library has created its own *School Readiness Program* which collaborates in some ways with *Raising A Reader®*, and they have been a very willing partner," she pointed out.

With its broad appeal, *Raising A Reader®* has been successful in obtaining funding and/or in-kind support from a variety of sources. In San Mateo, the county library will now fund and house its local coordinator when Glumac moves her headquarters to PCF and its Center for Venture Philanthropy in order to market the program nationally. In Santa Clara County, the HeadStart agency funds the *Raising A Reader®* outreach coordinator. In Sonoma, *Raising A Reader®* operates out of the Child Care Coordinating Council and is funded by the Sonoma Community Foundation. In Los Angeles County, *Raising A Reader®* got $1.5 million over three years from Proposition 10 tobacco tax money. Another $2 million was raised for the Los Angeles County program by the California Community Foundation. While the library also provides some support, the *Raising A Reader®* coordinator is housed at the Families in Schools agency.

From its beginnings as a local program for San Mateo, the *Raising A Reader®* book bag program has expanded to a level far beyond what Jeanine Asche could have imagined six years ago.

It has benefited from close affiliation with The Center for Venture Philanthropy (part of PCF) and from expertise offered by the Center's "investment council." The council's members – entrepreneurs and venture capitalists – meet quarterly to help guide *Raising A Reader®* with their business know-how as well as their financial commitment.

The center will soon house Glumac, who will direct the program's national marketing efforts. Under the center's guidance, *Raising A Reader®* has obtained a trademark and has developed a plan to take the program to other communities. It's a turnkey operation, with a licensing process and training materials that lay out every step of the project.

The cornerstone, however, remains the library partner. "I would love to get more libraries involved," says Glumac. "*Raising A Reader®* is really organized for libraries."

Raising A Reader® Hits the High Note

Because the Peninsula Community Foundation provided all necessary funding, *Raising A Reader®* got off to a great start as a first-rate program. It developed quickly and care was taken to create a quality "product." One of the first accomplishments was hiring a qualified, full-time director with an MA in education and experience in program design. *Raising A Reader®* has a very strong marketing program with professionally written and designed promotional materials. The project's logo and graphics are especially appealing. A great training program ensures its acceptance by all participants, namely the service providers who distribute the book bags as well as the parents and preschoolers. The books, book bags and videos are delightful and engaging.

Raising A Reader® is being marketed now as a national program. The Peninsula Community Foundation is taking it beyond the founder's original vision as a program just for one area. Today, the project has the potential to benefit hundreds of thousands of children all over the country.

For the Peninsula Community Foundation, *Raising A Reader®* has become a showpiece, attracting donors who are investing in this project as well as other community projects of the foundation. Thus, many other nonprofits and their constituents in the region are benefiting, not just those involved with *Raising A Reader®*.

"I'm surprised at how fast it grew, how big it got," says Jeanine Asche, founder of *Raising A Reader®*. "The expansion wouldn't have happened if it had just been a local program run by the San Mateo County Library. I would have kept the focus on our own community because we had neither the resources nor the motivation to take it to the next level. I would have shared our experiences, but would not have attempted to market it to a broader library community."

Rewards Worth the Wait

Advice from Jeanine Asche

1. *Get to know your community foundation and all the various ways it can help.*
"In our experience, community foundations are easier to work with than government funders. You don't have to jump through as many hoops. Also, community foundations are just more focused on their own regions so they are more willing to listen to your requests.

"Expect to work hard at building relationships with foundation funders and look for ways to connect. Librarians aren't taught how to make contact with funders, and it isn't something that happens naturally. It got easier for me after we got the first grant of $10,000. I had become visible and the Peninsula Community Foundation (PCF) knew who I was.

"You must be very persistent and assertive. Shortly after our first small project was funded, I was at a function and saw Sterling Speirn, PCF president. I wasn't sure he would remember me, but I took that opportunity to re-introduce myself in a social setting and further cement the relationship."

2. *Don't expect rewards to be immediate.*
"You really have to set priorities and decide that you're willing to invest the time and effort in the community – you're in for the long haul. It's very time consuming to go out and meet with all those agencies and sit on a lot of committees.

"You can't do everything, so you will probably need to sacrifice some things in order to make time for the relationship-building process. And don't expect to get funded right away. It was a big challenge to build our relationship with the Peninsula Community Foundation. It took a lot of time – from December 1995 to June 1998."

3. *Be open to what the community really needs.*
"Don't assume you know what kind of programs people want. Priorities change

Advice *(continued)*

– they're not the same priorities in this community today as they were 5, 10 or 15 years ago. Today literacy is one of the biggest needs every community is trying to address."

4. *Stop thinking of libraries as buildings.*
"The library is a *service* not a building. So many low-income parents are working 12 hours a day, leaving their kids in day care. They have very little free time. You can't assume they will come to the library to help their children. So, you have to take the library to them. Eventually, the parents and their children do come to the library.

"Our real objective is getting children to read, it's not to get them to check out books. Our ultimate goal is to create a community of readers and it doesn't matter whether we do this in or out of the library."

5. *Dream big.*
"Think of what you really want to do and what is really needed without limiting yourself to current funding at hand. Limiting your dreams to existing funding limits your creativity."

Bernadette Glumac's Advice

1. *Talk to lots of people.*
"Learn from others who have done collaborative projects so you find out what the best practices are. Talk to people who can help leverage your resources and add value to the program."

2. *Create a steering committee in the project's early phases.*
"A steering committee can help ensure that your project complements existing programs, that it doesn't supplant, overlap or replicate something that's already being done in your area. The steering committee keeps you from working in a vacuum."

Acting to Build a Children's Learning Center

In 1997 "just a small blurb" appeared in a Charlotte, North Carolina, newspaper about a plan to move the children's department out of the downtown branch of the Public Library of Charlotte and Mecklenburg County (PLCMC). Programming had simply outgrown the library.

"Our board meetings are open to the press, and this (expansion of the library) is something I had been talking about for five years," says Bob Cannon, executive director of the PLCMC, a 22-branch library system. "My board voted on it as part of the long-range capital plan – to not only relocate the children's department, but possibly other subject areas, out of the main library."

Children's Theatre of Charlotte/Donna Bise

Charlotte's Children's Learning Center will serve kids and families.

Although the newspaper item was small, it immediately caught the eye of Bruce LaRowe, executive director of the highly regarded Children's Theatre of Charlotte. LaRowe called Cannon right away.

A library/theater partnership seemed workable from the very start. "One theme we have in common is the theme of story," says Cannon. "We tell stories, and they perform stories. That ties us together."

Another tie is the history the institutions share. "We are 100 years old and they are 50," says Cannon. "Together, we have 150 years of history."

Originally established by the Charlotte Junior League, the theater has been professionally managed and staffed since the 1980s. The company mounts about 11 productions each year and maintains a professional traveling troupe that conducts about 350 performances between Labor Day and Memorial Day in schools throughout Virginia, North Carolina and South Carolina. In addition, curriculum-based performances and workshops for eighth-, ninth- and tenth-graders are developed with input from guidance counselors and curriculum coordinators under a program called "Drama for Healthy Living."

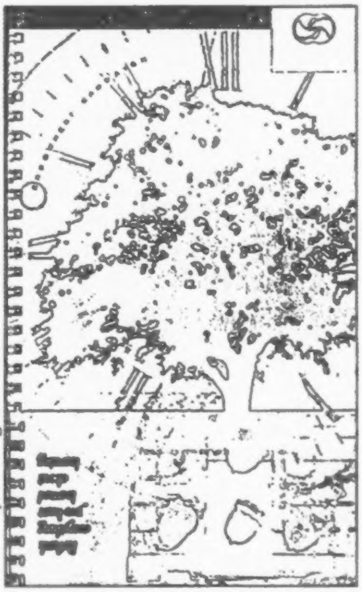
The eighth-grade program focuses on violence prevention; the ninth-grade presentations target relationship (dating) violence; and tenth-grade students learn about substance and alcohol abuse. "All three programs have been created at the request of our local school system, a consolidated countywide school system with 105,000 students," LaRowe says. "Violence prevention (the eighth-grade program) is under the auspices of the Safe Schools Initiative which has federal and state support with funds going to the local school system."

All of this, and more, is orchestrated in an old VFW club building that barely seats 300. Larger productions travel to a rented theater across town.

As it happened, just as Bob Cannon was presenting his expansion plan to the library board of directors, the theater was polishing up its own plan for expansion.

"They had just finished their own master plan, unbeknownst to me," says Cannon. "(Bruce) said they needed a new theater as well as classroom space. They wanted some of the things I was talking about, and we wanted some of the things they were talking about, and they just fit together. We needed more classroom space and an auditorium, and we began to think that maybe we could do this together."

Today that "maybe" has turned into the largest capital project the PLCMC has ever undertaken. With an estimated capital budget of between $30 million and $35 million, and a $12 million programming endowment drive under way, plans for a 110,000-square-foot, two-story Children's Learning Center in downtown Charlotte (about a block away from the main library) are moving forward.


Mervil Paylor Designs

An endowment drive will raise $12 million.

In fact, the expected opening date of what may well be one of the world's largest children's library/theater complexes is 2004, just three short years away. There's lots of work yet to be done.

The land has been purchased by the county, meetings are being conducted with an architect the library hired, and the exhibits designer has already started his plans for the interior spaces. Some of the library and theater programs will be integrated; others will remain exclusive to each entity. According to Cannon, the designer's role is integral to project success.

"There will be some spaces that will be ours exclusively and some spaces that will be theirs exclusively. But, we told him he has to figure out ways to tie us together to make sure it's not just theater and not just library. ... That's going to be his job, to figure out mechanisms – designs that will bring it all together so that you're going to a center where all this learning is for kids (birth to 18) and their families. We want people to be able to see how many things there are to do in this center."

Once the Children's Learning Center is up and running, Cannon and LaRowe estimate they'll be serving 300,000 to 400,000 visitors annually – a number that sits quite well with city leaders. In a feature story that appeared about the center in the Charlotte Observer newspaper, the president of the Charlotte Center City Partners predicted that the area would become "a boulevard for energy and activity and kids."

Here are just a few of the Learning Center features being proposed.

- Two theaters: One with 550 seats; one with 250-300.
- Two rehearsal halls: The library will

use these for small group presentations.

- A main lobby and main control desk.
- Five classrooms: "They do a lot of work after school and on the weekends and during the summer," says Cannon about the Charlotte Children's Theatre. One classroom will be set aside for art and one for dance.
- An early childhood library (to serve preschoolers and their parents) and an early childhood parent education center. Plans call for these to be exclusive to the library.
- A 6,000-square-foot library for school-age children which will include a video section.
- A 6,000-square-foot teen center with its own entrance and an adjacent area where a variety of classes will be geared toward those who may want to get a job in the theater, in the library or even become a volunteer or tutor in the computer lab.
- A computer lab which can be divided into four labs for small classes.
- A blue-screen theater next to the computer lab for storytelling or one-person plays. With a blue-screen theater, lectures and storytelling productions can be recorded with various backgrounds and mounted on Web sites. "Those might even be sent out over the Internet," Cannon says. "We still haven't worked everything out."
- Library and theater administration offices will be housed on the second floor. "There will be a receptionist and we might share fund raising and marketing and share the cost of those positions," Cannon says.

"We thought it (a partnership) strengthened the case for both of us. It was pretty evident right away that we had a strong case that neither one of us had working alone."

- Bob Cannon, PLCMC

Bidding for contractors and construction of the facility on a 2.5-acre site still lie ahead. The library will own the building, the theater will be a tenant for 50 years.

"This is my fifth year on it and his (LaRowe's) fourth," Cannon says about the planning process. "And it looks like we have three or four more years to go."

One of the driving forces of the partnership is that the library's goals are compatible with the theater's. Cannon and LaRowe both say the joint project will enable them to accomplish far more than either could have managed alone.

"We thought it (a partnership) strengthened the case for both of us," Cannon says. "It strengthened my case. We could tie into one of the highest-profile and largest children's theaters in the country. It was pretty evident right away that we had a strong case that neither one of us had working alone."

Plans for creative programming run the gamut: book clubs, videoconferencing, plays created from real-life experiences, art exhibits, career education and support, even a "PropShop" where children can explore their favorite characters in the library, create costumes and props and bring their characters to life on the stage.

Right from the outset, Cannon and LaRowe sought the advice of their boards of trustees. There are a number of sticky issues. The Children's Theatre is a 501(c)(3) nonprofit organization, and the library is funded by taxpayers. There are questions about security and fund raising and administrative support and operations. Cannon explains that the partners may split some of the operating costs such as utilities and custodial expense. "They'll have their own phone system, and if we share computer systems, they'll pay their half." A number of issues remain to be tackled.

Mervil Paylor Designs

A $27 million library bond passed by 71 percent.

"How do a government agency and a private nonprofit share decision-making?" LaRowe asks. "How are we going to set priorities? Who has what role? These are really fascinating issues we are grappling with.

"There is such a natural tie with schools and the theater and the (Novello) Festival and the library," says LaRowe. "We're looking at all kinds of programs. How we can handle genealogy, roots and previous traditions, the culture of our times. How we can expand through research. How we can take oral and written tradition and animate it. Everything is possible but how is it to be accomplished?"

How, indeed?

Initially, both boards approved a study of how a working relationship could be forged. "The library had already hired an architect to do a study on what spaces we might do, and we did contribute those funds and allow the children's theater to incorporate their ideas into ours and to merge them," Cannon says. "The architect did that for us."

To pay the lion's share of the project, a $27 million library bond was placed on the ballot in November 1999.

"... We went to the county commissioners and told them we'd like to go for a joint project on the bonds," Cannon says. It passed by an overwhelming 71 percent.

"If that had been a political election," LaRowe says as he laughs, "it would have been called a landslide."

In addition, in January 2000, the partners began a $12 million endowment drive to support the new facility and programming. The library portion is $2 million; the theater's $10 million.

"The children's theater has paid for that (fund raising) in total, although we have contributed some staff people," says Cannon. "Their board is a board of 40, and they have been instrumental in a lot of the fund raising. In our town, there's a rule that says you can't have a new building unless you provide for your increased operations. So every new arts building has to have an endowment drive as part of its

approval process. That's why they're doing this drive. They have to put that money in an endowment fund and use the interest from it to pay for their increased operations."

At last reckoning, more than $11 million had already been raised.

Children's Theatre of Charlotte/Donna Bise

The library and theatre share the theme of story.

Meetings and communications about programming and planning and budget are constant, Cannon says. "We spent several months going over those things and how we were going to work together," he says. "They've been very useful in helping us meet people we had never had access to in fund raising. The rest of the story will happen when we open and it all works out mechanically ... when we're actually in the same space trying to coordinate things. But now, the partnership is great."

LaRowe explains that as "a city of the New South," Charlotte seems poised to meet the demands of a new century by welcoming new ideas and creative thinking. "There's a real can-do spirit and a great willingness to experiment," he says. "We're not so large that you can't make a difference. There is a great will to succeed, and Bob and I both bring different things to the table. We both have good staffs and good board leadership. And, I think on another level, Bob and I bring a willingness to explore the unknown. I have never worked with a professional who has had less personal agenda than Bob."

The vision that the two leaders have formed has also created energy among the staff members. "What used to be just the two of us, in the beginning," says LaRowe, "has now developed into true partnerships of both institutions. It really has gone way beyond two executive directors."

Small Family Foundation Makes Big Impact with Youth

Located in a community famous for its generous support of arts and culture, the Seattle Public Library Foundation inspires awe with the amount of money it is raising in its capital campaign.[1] Even so, Library Foundation Executive Director Terry Collings considers the $8,400 annual donation from Theresa Mannix and Caleb Canby evidence of one of their most successful partnerships.

Mannix and Canby (husband and wife) head their own small family foundation, the Mannix Canby Foundation, which limits its donations to the Seattle area. Although the couple has made a major gift ($100,000+) to the library's capital campaign, they enjoy supporting smaller community-based projects that benefit children.

"Our foundation is about 4 years old and consists of just my husband and myself," Theresa Mannix says. "We want to fund programs for at-risk youth and programs that address the basic academic needs of those children." That is what drew them to the library's *Global Reading Challenge.*

The Seattle Public Library serves the city's 540,000 people with an annual budget of $34 million. The *Global Reading Challenge,* as described here, is one of several projects for which the Library Foundation seeks extra dollars in order to enhance library services.

In 1998, while researching prospective donors for the library's capital campaign, Collings spotted the newly formed Mannix Canby Foundation in a directory that focused on smaller foundations. He contacted the couple and set up a brief meeting over coffee.

"I didn't know what their specific interests were," Collings recalled. "So I started the meeting by just outlining some of the things the library was doing." One program, the *Global Reading Challenge*, sparked the couple's interest.

Funders wanted to support projects that benefit children.

"We liked the fact that the library was reaching into the schools – this was very proactive," Theresa Mannix says. "We were impressed that the *Global Reading Challenge* targets kids just when they begin

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[1] $69 million has been raised toward a $75 million goal for the library's capital campaign, which began in November 1998 and will conclude by the end of 2003. Top donors include Bill and Melinda Gates ($20 million) and Paul Allen ($20 million).

to read context-rich books – in the fourth and fifth grades.

"Their choice of books was also compelling," she continued. "And they're great books – books about immigrant populations, about youngsters dealing with difficult issues, about sports and a whole range of topics. So we knew that at least some of these books would appeal to the kids involved."

The program develops *esprit de corps* among the reading teams.

Begun as a pilot in 1996, Seattle's *Global Reading Challenge* was operating on a small scale when Collings first met with Mannix and Canby. The Rotary Club had funded it for a year, but the Library Foundation knew they needed more money in order to expand in 1999. The money was requested in December 1998, and the Mannix Canby Foundation funded it immediately.

"It was such a compelling program for them and it fit right in with their personal values," Collings says. Mannix agrees.

"The Seattle Public Library has been conducting a capital campaign, and we wanted to be involved in that in some way," she commented. "But our real interest is in funding specific projects for children. When we found out about the *Global Reading Challenge* from Terry, it seemed like a good fit.

"We decided from the outset when we established our foundation that we needed to have a focus," Mannix continues. "The fact that we have young children ourselves made it easy for us to decide to target youngsters. The *Global Reading Challenge* was affordable, and it hit our target market, too. There's a need for tutoring and mentoring programs in Seattle. We feel this project is a real good niche for us."

According to Collings, the project was more appealing than most proposals to funders because it was already functioning and not just words on paper. "The library had already been doing this for a few years on a small scale, so we could demonstrate its impact to the principals of the Mannix Canby Foundation," Collings says. "Even though the demonstration of its success was primarily anecdotal, it was a reality. We talked about the kids, their enthusiasm, the development of *esprit de corps* among each of the teams, and the excitement of the challenge itself."

The *Global Reading Challenge* is a partnership venture the library operates with 23 elementary schools. All funding comes from the Mannix Canby Foundation and the Library Foundation. Headed by Children's Librarian Mary Palmer, the project is managed and staffed by the library. "We work primarily with the school librarians," Palmer says. "There's an overall awareness today that schools, libraries and parents must work together to create readers."

Palmer came to the Seattle Public Library

from Kalamazoo (MI), where one of the librarians there had already created the *Global Reading Challenge.* "When I started this job, the library administrators said they were looking for a school-library collaboration project. What we had started in Kalamazoo seemed to fit the need," Palmer says.

The program started as a way to encourage recreational reading for kids, encourage school/library collaboration and bring more families into the library. The *Global Reading Challenge* began with three schools in 1996, with 84 students participating. Palmer estimates 940 students will take part in 2001 and 2002, thanks to continued funding.

The total annual budget for the project is about $13,400: $8,400 is donated by the Mannix Canby Foundation and $5,000 comes from the Seattle Public Library Foundation.

"We are pleased to be starting our third year of funding for this project," Mannix says.

Palmer pointed out that the *Global Reading Challenge* vision is to "reach kids at an early age and help them develop a strong connection to books and reading by showing that it's fun."

"The children really like this program," Mannix says. "Each teacher has flexibility to determine what works in their classroom, and we found that appealing.

"My husband and I went to the competitions and it was exciting, watching these kids," Mannix continued. "They could barely contain themselves. There is so much energy during the competition!"

Terry Collings offers the following advice for libraries interested in forming partnerships with funders:

- Choose projects that can demonstrate they are making a difference in the lives of the people the funder is concerned about.
- Take the time to find a match between the project and the right funder. Find out the interests of potential donors before you approach them.
- Most important, involve the program staff with your prospective donor. Don't try to handle it all through the fund development office or library administration. "The library staff who are directly involved with the program are the most articulate and your best 'sales people'," Collings says. "Their faces light up, they tell anecdotes about the participants, and they generate the enthusiasm that makes the prospective donor want to be part of the project!"
- With regard to maintaining a donor's support, Collings stresses three things: "Stewardship, stewardship, stewardship!"

According to Collings, Mannix Canby Foundation's continued support is a direct result of the relationship that's been built with the donors. "Mary Palmer handles the primary stewardship," Collings

GLOBAL
READING
challenge
2000

Challenge inspires the kids.

says. "She invites Theresa Mannix and Caleb Canby to the *Global Reading Challenge* events, constantly e-mails them, calls them, keeps them informed as to how their money is being used and tells them about the accomplishments. She lets them know how their support is making a real difference; how it's changing kids' reading habits."

Theresa Mannix agrees about the importance of building the partnership. "If it's possible, try to get the donors involved, before they agree to fund the program," she says. "My husband and I respond to seeing the projects we fund first-hand. We like to meet the people who are running the program. We want to get a sense of their enthusiasm, and we want to know that this is a program run by people who know what they're doing. We want to see evidence that the programs we fund are successful."

It's clear that Seattle's *Global Reading Challenge* has met these objectives for the Mannix Canby Foundation.

Teamwork Motivates Kids to Read

"Through the *Global Reading Challenge*, people can see that positive collaboration can happen," says Mary Palmer, Seattle Public Library's children's librarian. "Sometimes schools and libraries are separate, big bureaucratic institutions, and it's hard to find a way to work together for any purpose, even to help kids. This program works because it's based on the individual branch librarians connecting one-on-one with the school librarians.

"*Global Reading Challenge* helps us market the library," Palmer continued. "The kids can connect directly with the branch, one-on-one. It gives us a chance to reach kids who never came in before. As librarians, we find this personally very exciting and fun even though it takes a lot of work.

"We get a great deal of gratification from reaching the children," she says. "It's why we became children's librarians!"

Palmer pointed out that the schools and parents benefit as well. "The schools benefit by getting books that are donated. And the *Global Reading Challenge* helps schools achieve their standards," she says. "Parents enjoy it because the kids ask questions and get the family interested and motivated to take part."

How the *Global Reading Challenge* works

Children's librarians from Seattle Public Library branches work with school librarians to get fourth- and fifth-grade students to participate. Interested students form teams consisting of six or seven players. Each team is responsible for knowing the contents of 10 books, and every player is responsible for reading at least one book. It's not necessary that each child read all 10 books, though some do. It's designed to involve children with high and low reading levels all on the same team. The

Motivate *(continued)*

children's librarians in Kalamazoo (MI) and Seattle pick books that meet certain requirements (e.g., be available in paperback; are of interest to both boys and girls; provide a balance to address reading skills below, above and at grade level; be a mix of fiction and nonfiction; and show ethnic diversity). The project culminates in an event where a local author of one of the books signs books for the winning teams.

Time line

Kids get the books in December and read until March. Then all the teams within each school challenge each other to get a winning team. In April, the winning teams from the schools come to the branch library to determine a branch winner. The winning branch team then goes on to the City Final. About 136 teams participate in Seattle. By the end of the "challenge," it narrows to just five or six teams competing. The City Final is held the last week in April. In May, the "Internet Video Conferencing Final" is held with the library in Kalamazoo to determine the grand prizewinner.

Motivation for the kids

According to Palmer, they don't really know what they're going to win. "The real motivation is working on a team and the excitement of competing against kids in another city," Palmer says.

Prizes

Everyone gets a pencil, a bookmark and a certificate. The finalists get a trophy for their school as well as silver and gold medals and autographed books by the participating author, whom they get to meet. The winning team's school library gets a donation of $100 for books.

How the *Global Reading Challenge* differs from *Battle of the Books*

In *B.O.B.*, kids are given a list of 100 books to read. Judges ask questions and the kids respond with the title. In *Global Reading Challenge* the team is responsible for just 10 books but teams are asked more specific trivia questions. *Global Reading Challenge* stresses the importance of teamwork in order to win, and it includes kids at all reading levels, even the poorest readers.

"Our most important goal is that the kids have fun with this," Palmer says.

How to replicate this project

Those interested in replicating *Global Reading Challenge* can go the library Web site: www.spl.org. The Seattle Public Library has produced a five-minute video and Mary Palmer says they will share all their materials to help other libraries get started.

Library Partnerships with Businesses

There are few partnerships more important and less understood than library partnerships with businesses. For one thing, partnering with business requires a business-like approach. Libraries, like most public agencies, may feel uncomfortable interacting in an environment that is not like their own. Yet businesses offer enormous potential for library partnerships because businesses today view community involvement as a necessary component of attracting customers.

Business partnerships with libraries and nonprofits are increasing rapidly. Although sports is still king of corporate sponsorships and partnerships, companies are beginning to spread their dollars around. Causes and community issues – such as literacy, education and the digital divide – are commanding a bigger share of the pie. This shift in spending from sports and events to humanitarian causes reflects several interesting trends that have emerged.

Business leaders realize that library partnerships reflect positively on their corporate and community image. Promoters of the arts and other nonprofit organizations have been effective in generating business partnership dollars primarily because companies understand society's growing concern for issues like education, literacy and the environment. Regardless of the cause or issue, businesses look for a logical and strategic fit with their partners.

In *Successful Cities: Public Library Contributions to Urban Economic Development,* the Urban Libraries Council states,

> "Library services to people, both alone and in collaboration with local partners, are providing important resources that contribute to economic development in America's cities. ... An important contribution of public libraries to urban economic development is the support of lifelong learning. ULC libraries are expanding their service reach to meet the rapidly changing needs of people living and

working in America's cities. To accomplish this broader reach, many public libraries are working with local partners, including corporate, neighborhood and community organizations."[1]

The Urban Libraries Council also cites partnership examples of public libraries' partnering with local financial institutions and economic development agencies to provide support services to businesses, especially in the small business sector that often generates 80 percent of local economic activity. Broward County (FL) Public Library and Bank of America partnered to support a Small Business Resource Center that offers monthly seminars, reference assistance and counseling services to over 6,000 entrepreneurs a year. In Memphis (TN), the library provides print materials, audio/visual materials, compact disc programs and online programs for business planning, while the staff of First Tennessee Bank provides counseling and workshops.[2]

Partnering with business can provide vital benefits for libraries in terms of market knowledge, marketing expertise and market impact.

Whether they are partnering with the arts, environmental groups or libraries, business partners expect some "bang for their buck." When business partners with libraries, the emphasis is on return for their investment. These expectations, and the "crass commercialism" that business projects, are probably the major obstacles for libraries. But they need not be. Businesses often demonstrate their willingness to partner with libraries on programs that improve quality of life in the community. Communities with a high quality of life ensure an employable workforce and make it easier for businesses to recruit new employees from other places.

It is essential that librarians learn how partnering with business works. Library leaders may also need to share what they learn with others in their organizations. Partnering with business can provide vital benefits for libraries in terms of market knowledge, marketing expertise and market impact. Partnering with business can also help libraries:

- Build community confidence in their organization;
- Build recognition of their value in the community; and
- Establish relationships that can illustrate the importance of libraries when library budgets are targeted for cuts.

Fast-food chains, grocery stores and other local businesses in small communities are usually willing to collaborate with the public library on their efforts to reach the Latino community. Since the Latino population in most California communities is on the rise, these partnership efforts provide excellent marketing and advertising for local businesses.

For libraries in communities that are home to large businesses or corporations, the opportunities to partner for the benefit of the community are limitless. Potential partners might include sports teams, banks and department stores, the local Board of Realtors, corporate home offices and manufacturers. Asking a local business to pick up the tab for a library event or marketing activity fits right in with their corporate culture.

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[1] Urban Libraries Council, *Successful Cities: Public Library Contributions to Urban Economic Development* (Evanston, IL: 2000), p.1.

[2] *Ibid.*, pp. 2-3.

It's essential to remember two things. First, at the very least, the partnering business will want formal recognition for their contribution, usually their name or logo on materials related to the project. Second, businesses and business people like to be thanked. The most common complaint from businesses that fund causes, community programs or nonprofit activities is this: No one ever thanked them for their support.

The four case studies in this chapter illustrate businesses' avid willingness to partner with libraries for the good of the community. They also demonstrate that the secret to partnering with businesses is this: Sometimes all you have to do is ask.

Can-do Spirit Unites Library, Schools and City describes how the San Leandro Public Library partnered with the City, the Chamber of Commerce and the two school districts to improve both educational success in public schools and enhance economic development.

Team Players Boost Reading Goals details how the Public Library of Charlotte & Mecklenburg County (NC) partnered with the National Football League's Carolina Panthers to bring more than 600 sixth- through eighth-graders into the library during summer vacation.

Business Savvy Pivotal to Library's Partnership Success shows how the Denver Public Library generates millions of dollars in support annually by placing a priority on the business interests of their community and media partners.

Queens' World LinQ Creates Homes Away from Home documents the partnership between the Queens Borough Public Library and AT&T to provide free, multi-language Internet access to residents of Queens, one of the largest communities of immigrants in the United States.

¡Muestras Gratis!

Businesses partner with libraries to improve the quality of life in their communities.

Can-do Spirit Unites Library, Schools and City

Imagine a city where the public library is an integral part of the community, where the successful education of all young people is the responsibility of the school districts, the city and the chamber of commerce, and you have the city of San Leandro.

San Leandro, population approximately 79,000, is a "can-do" city. While the economic health of the city is stable, the San Leandro Chamber of Commerce, led by Chief Executive Officer Thomas Guarino, wanted to improve San Leandro schools as a measure of that economic vitality. Guarino and the chair of the chamber board of directors reasoned, "If the schools are in better shape, then businesses will want to move here and recruit workers."

... high school sophomores and juniors come to the San Leandro Public Library to hear from college admission officers, financial aid experts and newly enrolled college students.

The chamber of commerce and the City of San Leandro approached their two school districts – San Leandro Unified and San Lorenzo Unified, which serve more than 15,000 students – with small projects such as school beautification and clean up, stocking school supplies and volunteerism in the classroom.

The resulting School Partnership Work Development Committee meets monthly and initially worked with the San Leandro Public Library to notify and garner public interest in the school/business collaboration. Director of Library Services David Bohne represents the city and ensures the City of San Leandro's ongoing commitment to the program. Beginning in 1995, the San Leandro Public Library linked their automated catalog to the San Leandro Unified School District, an endeavor funded entirely by the City of San Leandro.

Since 1998, a subcommitee of the San Leandro City Council and school boards meets quarterly to discuss mutual aid. The superintendent meets directly with the city manager. New ideas are discussed and then prioritized or tabled. A school bond measure of $52 million was passed in 1997, led primarily by the chief of police as the major fund raiser and source of support.

Since 1995, the library's role has grown stronger, with the development of a college-bound program for San Leandro juniors and seniors. The program assists students in completing financial aid forms and college applications. Together with the support of the chamber of commerce, high school sophomores and juniors come to the San Leandro Public Library to hear from college admission officers, financial aid experts and newly enrolled college students. The high school students take practice SAT exams, review SAT learning materials with a professional SAT instructor and tour college campuses. The schools provide direct access to the students by publicizing the programs, school counselors promote the programs and the teachers support it. The City of San Leandro sponsors the program

through the public library which provides time, staff and resources. In return, the youths work on community service projects, such as Toys for Tots, gifts for at-risk teens and volunteerism at the Davis Street Community Center. The college-bound program costs $3,000 a year to operate and is funded entirely by the City of San Leandro.

The library also provides local history classes to third and fourth grades in the districts. The library manages Casa Peralta, a historic house once owned by the Peralta family, the major land barons of the greater East Bay. Each class is introduced to the "jewels" of the library's San Leandro history room and then they tour Casa Peralta. The library also provides extra-curricular or thematic units for any teacher.

Due to economic conditions, the school districts had dropped their *Gifted and Talented Education* program. In response, the city of San Leandro sponsors the "Best and the Brightest," a series of special Wednesday evening programs to encourage parent and student interaction. The library program provides scholars who guide discussions on topics ranging from science to art to literature. This is an interactive program with parent and child participating. Teachers support the program and some organize class field trips for the evening.

In times of economic hardship, the school districts are often unable to maintain their playing fields. The San Leandro Recreation program uses the fields after school, and the parks department maintains them through a joint powers agreement. The city has just completed a soccer field at one of the middle schools.

The partnership is flexible enough to accommodate the schools' individual needs. Wilson Elementary is not near a public library branch and transportation is a problem for many families. To promote summer reading throughout the city, the Wilson principal and the San Leandro Public Library helped parents operate the summer reading program at the school one day a week each summer.

The *2001 Summer Reading Program* is produced in partnership with all San Leandro schools. Librarians visit each public and private school in San Leandro and perform a skit at a school assembly to encourage children to participate. City community service organizations such as Girls Inc., and the Boys and Girls Club are satellite stations in partnership with the library for off-site summer reading programs.

The library program provides scholars who guide discussions on topics ranging from science to art to literature. This is an interactive program with parent and child participating.

The City of San Leandro also contracts with the chamber of commerce to provide youth employment. For $15,000 a year, the chamber solicits and places jobs for teens through private industry and public agencies. The chamber faxes notices to the library and high school counselors. Consequently, the library becomes a major source of employment postings for youths and the community at large. The chamber recruits and assists in the selection and training of the teens. Approximately 60 to 100 youths are placed in community jobs each year.

The partnership has indirectly resulted in unforeseen benefits to the library. Due to the library's relationship with the chamber of commerce, and their connection with the Asian Business Association, Library Services Manager Nancy Fong met Judy Huie, community representative of the local Hometown Buffet Restaurant. Huie was excited about the local partnership and, in particular, the Library's commitment to children and reading. Hometown Buffet donated 2,300 meals to be used by the children participating in the *2001 Summer Reading Program* at the San Leandro Library and became one of the largest sponsors of the event. The other sponsor, the Friends of the San Leandro Library, donates more than $8,000 annually to the program's "Finale Carnival."

The City of San Leandro, the San Leandro Public Library, the San Lorenzo and San Leandro school districts and the San Leandro Chamber of Commerce are intricately committed to the educational success and economic development of the San Leandro community.

The City of San Leandro, the San Leandro Public Library, the San Lorenzo and San Leandro school districts and the San Leandro Chamber of Commerce are intricately committed to the educational success and economic development of the San Leandro community.

Bohne says, "The leadership and direction for the partnership comes from the top down, with the mayor, city manager, school superintendents, the City Council, the school board and the business community. Everyone recognizes the need to rely on one another and work together to benefit our children. It's part of our established city culture. We all have a responsibility to make San Leandro a better place."

Team Players Boost Reading Goals

The Public Library of Charlotte & Mecklenburg County (NC) and the Carolina Panthers went out to score big wins during the summer of 2000. The goal? Boost the number of books that sixth-, seventh- and eighth-graders checked out of the library during the off-season – summer vacation.

The partnership – called *Train Your Brain* – has a playful name and a potent message – you have "to read to succeed."

"With the Panthers, there was a genuine mission to the same goals and objectives and those were clearly communicated both ways," says Dick Pahle, director of development and marketing for the Public Library of Charlotte & Mecklenburg County (PLCMC). "They respected our position, and we respected theirs, and we both brought skills and attributes to the table that complemented each other."

"We wanted to actively let children in our community know that reading is important to our players," says B.J. Waymer, director of community relations and family programs for the Carolina Panthers. "We asked a couple of our players if they would be spokespersons for the program. They said, 'Love to do it. Tell me what you need.' "

The Panthers provided in-kind support and a $15,000 grant from their foundation to fund the programs that ran from May to August of 2000 (10 weeks) at the PLCMC, a system of one main library (in downtown Charlotte) and 22 branches. The library is an independent authority with a board of trustees and an annual budget of about $25 million.

Both organizations gave the partnership high marks, and in fact, are gearing up for their second season. "What we wanted was a program that would go three, four, five years into the future," Pahle says. "We asked the Panthers, 'Will you make that same commitment to it?' And they said yes."

The NFL Carolina Panthers were enthusiastic spokespeople for a summer reading program.

Here's how it worked.

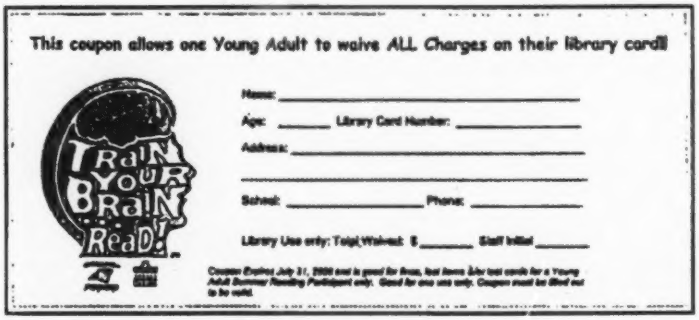
"We had a big celebratory kick off at a local park with some of the players and cheerleaders," Pahle says. "A few celebrities appeared and met with our participants, and we had some prizes and activities. Prizes were provided as incentives throughout the course of the summer so

BEST COPY AVAILABLE

students would keep up with their reading."

About 1,800 teenagers signed up by going to their local libraries to get a reading record card. They also received the first in a series of six collectible bookmarks. Four bookmarks showed athletes, one showed a cheerleader and another the Panthers' mascot – all were shown reading.

Participants were awarded prizes based on the number of books they read. At the "Training Camp" level, the challenge was to read six books, recording the names and titles. Prizes included a Panthers T-shirt and sports bottle, and a coupon for Wendy's restaurants.



This coupon allows one Young Adult to waive ALL Charges on their library card!

Train Your Brain Read!

Name: ______________________

Age: _____ Library Card Number: ____________

Address: ______________________

____

School: ____________ Phone: ____________

Library Use only: Total Waived: $______ Staff Initial ______

The Carolina Panthers paid $4,370 to clear teens' library fines, which brought teens back to the library.

After reading six more books, participants became "Season Starters." They got a Barnes & Noble gift certificate and a coupon for two tickets to "Fan Appreciation Day" at the Panthers' grand new Ericcson Stadium in Charlotte.

"That was a big deal for us," Waymer says. "The kids who came got their pictures taken and it was projected via video feed onto our big screen in the stadium. They watched a three-hour scrimmage, and the cheerleaders performed. It was a great day."

The teenager who read the most books got four tickets to a Panthers game, a personalized jersey, paid parking, food, the works. According to Waymer's count, about 638 readers went to "Training Camp"; 406 qualified as "Season Starters" and about 400 were invited to "Fan Appreciation Day." But the program didn't stop there. Another *Train Your Brain* goal was to banish a common source of teenage embarrassment – library fines.

"We found that fines were a big problem for teenagers," Waymer says. "A lot of kids didn't have the money, so we dedicated $5,000 (of the $15,000 grant) to clear the fines (of participants). They used $4,370 of the $5,000, so we know they were clearing a lot of fines. They also tracked those kids and found they came back to the library and stayed in the program. To me, that was the best $5,000 spent."

The Panthers put a "full media push" behind *Train Your Brain* including printing of programs, guides, bookmarks and a full-color poster of four players. The poster is still being mailed out on request. "Kids could ask for the poster at the library, and they gave it out at schools," Waymer says. "Each of the players signed it, and we gave an autographed copy to each branch so they could frame it and hang it in the children's section."

The libraries ran special *Train Your Brain* programs including visits from an African

dance and music troupe, birds of prey from the local raptor center and an exhibit of Native American pottery. A calendar of special events was posted on the Panthers' Web site. All of the programs were centered around an age-appropriate suggested reading list.

At any given time, the Carolina Panthers are running about 40 partnerships including some with United Way agencies. "We do not want to do things that are not our specialty," Waymer says.

Pahle says attendance of the library's target audience rose considerably that summer. "Because this was the first year of the program, both the Panthers and the library were extremely pleased. We had between 600 and 700 sixth-, seventh- and eighth-graders who were actively engaged, and those were new participants."

"It was awesome," Waymer says. "The library did a phenomenal job of contacting outside partners to participate in their special programs."

Although there was no special needs assessment conducted, Pahle says the library's youth services staff had long recognized the need to reach teenagers. "We have had a strong reading program for K through five for many years. Those programs are a hallmark of what libraries do, and ours is no different. We have had a multicounty initiative in partnering with other libraries and that program has been devoted to children. But we had never been successful in enhancing that program to target older students, the sixth-, seventh- and eighth-graders. That was a need ... a target demographic we've known we needed to work on for quite some time."

That the library was successful in attracting a partner with such strong appeal "speaks to the power of networking," Pahle says. "Having good relationships with people leads to other things."

He explains that the local Wendy's franchise, which has had a long-standing partnership with the PLCMC, is also involved with the Panthers. "When my Wendy's contact heard that the Panthers were looking for someone to partner with on a program for children, she told them that they (Wendy's) have been happy with (their library) partnership for many years."

After the initial contact was made, Pahle met with B.J. Waymer to give her an overview of the library, its mission and to explain their goals and ambitions.

"Once I shared with her what we hoped to accomplish, she reciprocated. What we looked for was unity. Their mission is to address community outreach and promote community goodwill and to do so in the education arena and with children. They wanted to make a difference. So, there was a genuine sharing of missions. I believe that when you're considering a partnership, the very first thing you should determine is the intent of the prospective partner. If the intent is to share the mission, to advance the mission, then you've got the basis for moving forward."

Pahle recognized the Panthers' genuine interest in achieving the same goals and objectives as the library, and those goals were clearly communicated both ways, he says.

The Panthers recognized the library as a partner which could create opportunities for children, a hallmark of their outreach

philosophy. "We provided funding," Waymer says. "But, it was truly their experts (who ran the program). We told them, 'You know more about education and reading than we do – it's your challenge that will attract children.' Our goal is we want them to read."

The first meeting was in February 2000, and the program kickoff was in April. By the second meeting, "when we talked more nuts and bolts," Pahle says, both organizations knew "the partnership was going to work."

Although there was no written agreement about who was going to do what, the library took the lead role in running the programs. Pahle and Waymer agree that most often a consensus was reached on decisions.

Partnership Scores Big with NFL Team

Trace the success of the *Train Your Brain* partnership and you'll find the strength of a shared mission at its foundation. Because two organizations with very different areas of expertise pursued the same goals, they were able to forge an alliance and benefit their community.

The Public Library of Charlotte & Mecklenburg County looks for unity of purpose before entering into any partnership. "We had a shared commitment to the mission," says Dick Pahle of the PLCMC. "We provided a great value to them in that we did most of the work, and they lent their good name to what we were doing. They're not in the business of being educators or librarians. We provided a valuable service."

The Carolina Panthers engage in a variety of partnerships that create opportunities for children. "On a one-to-five scale, this partnership would be a five," says B.J. Waymer of the Carolina Panthers. "The reason is a shared commitment to the mission. We got everything we could have wanted, and the library met its goal of reaching an audience it was having trouble with. They wanted to bring kids in, and our logo attracted them."

Pahle and Waymer offer some points to consider when weighing the value of a potential partnership:

- Understand intent. Make sure there is a clear understanding of what your partner's goals and expectations are, Pahle advises. "If yours don't agree with theirs, it's a red flag. If motivation and intent are not shared, watch out."

Players loved promoting the reading program.

BEST COPY AVAILABLE

Communication was on an "as needed basis," and was done in meetings, by fax, phone and e-mail. Communication is key, Pahle says. "You have to keep your partners up-to-speed every step of the way."

Planning for the second season of *Train Your Brain* is already under way and promotion is on the planning board for next season. "I think you have to constantly think of ways to make partnerships better," Pahle says.

"The library is a very good partner," says Waymer. "Almost anything we can dream up, they say, 'Yes, we can do that.' "

Partnership Scores Big with NFL Team *(continued)*

- Recognize long-term benefits. Partnerships can broaden the base of your support, says Pahle. "It's like a preemptive strike. You're establishing relationships with businesses and other nonprofits, and you're demonstrating your worth to the community. If there are talks of budget cuts or controversy down the road, you've established your reputation as a team player, engaged and involved with the community and the constituents of other organizations. Your partners come to appreciate your value as well as giving you exposure because you partnered."

- Realize the importance of thanks and recognition. "We make every effort to acknowledge our partners in our monthly newsletters and promotional flyers," Pahle says. "If we do any paid advertisements, we'll provide logo recognition. We'll include them in any media releases, in our annual reports, in letters to our foundations, individuals, businesses, everybody."

- Be logical. "It wouldn't be logical for us to have a partnership with a library in Indianapolis," B.J. Waymer says. "That's not going to work for us. As an NFL team, we have divided the country into regions, and we are responding to the regions where our fans are."

- Think it through. When reaching out to potential partners, make sure your alliance makes sense. For example: "There is tremendous growth in corporate sponsorships, and companies are looking for community partners," Waymer says. "But they want to partner on something that makes sense to them. Figure out whose market is children, and go to them with it. If the library does their job, there is not much the partnering company needs to do other than assist with direction and provide prizes and cash. *Train Your Brain* was one of the easiest programs we did. The bottom line is kids read books."

Business Savvy Pivotal to Library's Partnership Success

Every morning before she leaves the house for the office, Patricia Hodapp, director of marketing at the Denver Public Library, reads Denver's two daily newspapers, *The Denver Post* and *The Rocky Mountain News*.

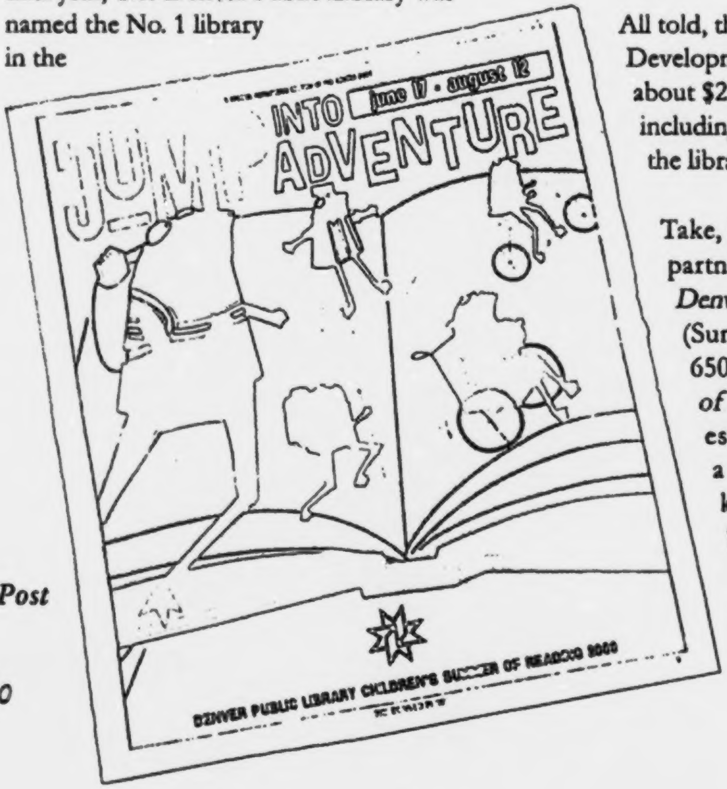
So does Diane Schieman-Christman, director of development at the Denver Public Library. Both make it their business to keep their ears to the ground when it comes to news about their community and the key people and businesses in it. It's a strategy that has paid off over and over again for this library system with a central library, 22 branches, a bookmobile and an annual budget of $30+ million.

Last year, The Denver Public Library was named the No. 1 library in the country serving a population of 500,000 or more by Hennen's American Public Library Rating system. Ranking is based on books loaned, reference questions answered and budgets managed. Now Hennen's may not rate business and marketing savvy, but if it did, Denver Public Library would no doubt place at the top of that list, too.

"Our Friends Foundation conducts a black-tie ball that has raised $738,295 in three years; we have multiple partners on that," says Schieman-Christman. "We have a rare-book auction, multiple partners; used book sales, multiple partners; and we just have specific partners who fund specific programs and projects."

All told, the Library Development Office raised about $2.4 million last year, not including funds procured by the library's foundation.

Take, for example, their partnership with *The Denver Post* newspaper (Sunday circulation about 650,000) for the *Summer of Reading* program. Its estimated total value is a hefty $200,000 in-kind advertising and $65,000 cash from *The Denver Post* Charities, an arm of the McCormick Tribune Foundation.


june 17 • august 12
JUMP INTO ADVENTURE
DENVER PUBLIC LIBRARY CHILDREN'S SUMMER OF READING 2000

***The Denver Post* printed a *Summer of Reading 2000* insert.**

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In addition, their relationships with *The Post* help them net a long list of *Summer of Reading* feature stories in other newspapers, on television news shows, on the radio and multiple listings on community calendars. Grand total for summer of 2000: 34 print stories, 12 television features and one radio segment.

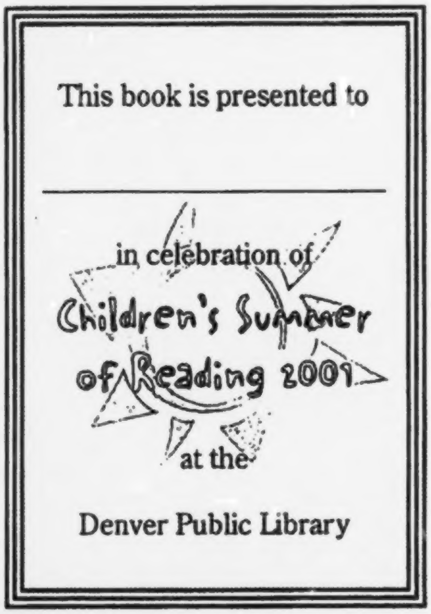
"We just know everybody in the media," says Hodapp. "Here, we make it a point." Although they may have as many as ten partners each year for *Summer of Reading* now in its 70th year, their media partner since 1996, *The Denver Post*, has proved particularly valuable. The contributions such a powerful partner can make was a lesson well-learned in 1996 when the library opened its brand new central building – a major edifice on the city's Civic Center Park.

"We had recruited *The Denver Post* as a major media sponsor of that event," says Hodapp. "It was citywide. We had 30,000 people come to the library in two days. We had a parade to kick it off and we had the mayor, members of the city council, legislators on grandstands, helicopters circling. We just went all out on it." At that time, Denver had two major dailies: *The Denver Post* and *The Rocky Mountain News*. (Currently, the two papers are undergoing a joint operating agreement.)

Hodapp explains the library approached both papers for sponsorship, but it was *The Denver Post* that stepped up with the largest contribution: an offer for about $50,000 of in-kind advertising.

The library needed all of that to attract customers. Big, brand-spanking new and beautiful though the building was (it was designed by nationally recognized talent Michael Graves), the library staff knew that to some, it would be unfamiliar and imposing, to others, downright confusing.

"We came up with the idea of a newspaper insert that would describe the library so that people would feel comfortable when they walked in the door," Hodapp says. "We went from a library of 140,000 square feet to over 500,400 square feet. We went from four floors to seven floors and that additional 400,000 square feet was just daunting to people."



This book is presented to

in celebration of

Children's Summer of Reading 2001

at the

Denver Public Library

Businesses partner each year on *Summer of Reading*.

The insert, designed by the library's in-house graphics staff and printed by *The Denver Post*, turned out to be just the ticket. "People walked into the library with that insert in hand for weeks and months after that," says Hodapp. "They knew what our hours were; they knew where things were. It was not a strange place anymore. They knew right where general reference was. They knew right where to go to get the new books." (Library staff made sure that word got back to the newspaper about people bringing in the supplement and using it to find their way around. "We absolutely made sure," Hodapp says.)

The grand-opening partnership forged between the library and *The Denver Post* was so successful, the library wasn't about to let it lapse just because they were fresh out of new buildings to open.

The library designs the promo ads, brochure and reading kit in-house, and *The Denver Post* turns the colorful materials into a special section of one broadsheet page (two sides) that folds into four tab-size pages. It's full of fun and games and is aimed at the kids.

"The next year we asked them, 'Hey, how about doing *Summer of Reading?*' " Hodapp says. The program targets children, birth through eighth grade. It traditionally runs for eight weeks between June and August and has a theme. In 2000, it was "Froggy's Big Adventure." This year, the theme follows the adventures of an Outback kangaroo. Special tie-in events and features are scheduled at the central library and at all the branches.

The library designs the promo ads, brochure and reading kit in-house, and *The Denver Post* turns the colorful materials into a special section of one broadsheet page (two sides) that folds into four tab-size pages. It's full of fun and games and is aimed at the kids.

One ad runs at kick-off, the week before the program begins, one runs every week while the program is on, and there's a thank-you ad at the end.

In 2000, *The Denver Post* provided more than 500 inches of in-kind advertising. The newspaper also produced an overrun of 70,000 of the tab for distribution at the central library and at all branch locations; they created a Web site for promotion online (in addition to promotion of their teen reading program), donated newspapers and promoted the program in fax distribution to about 4,000 teachers in the Denver Public School System.

Thanking partners and knowing their business needs are musts for partnerships to work successfully, Hodapp says. "It may be something as simple as a bookmark that says thank you, or a listing in your Friends' newsletter that thanks all of your partners," she says.

"Or," says Diane Schieman-Christman, "it may be the opportunity to get logoed on 30,000 brochures that are going home to kids' parents. That's a big selling point."

In addition to *The Post,* other *Summer of Reading* partners for 2000 included: WB2 (TV station), Radio Disney 1690 and 1550 AM, ING Security Life of Denver, Six Flags Elitch Gardens, McDonald's, The Denver Zoo, Denver Parks & Recreation Aquatics, the Colorado Rockies (baseball team), and the Colorado Avalanche (hockey team).

"We have had many partners – it changes every year," says Schieman-Christman.

The library has a written agreement with each partner that spells out specifics about who is providing what. In exchange for advertising space for *Summer of Reading* for example, the library offered *The Denver Post* "exclusive print media sponsorship"; artwork for ads that fit *The Denver Post's* specs and deadlines; approval of copy and layout; banner representation at all events; first right of refusal for the program in 2001; prominent placement of *The Denver*

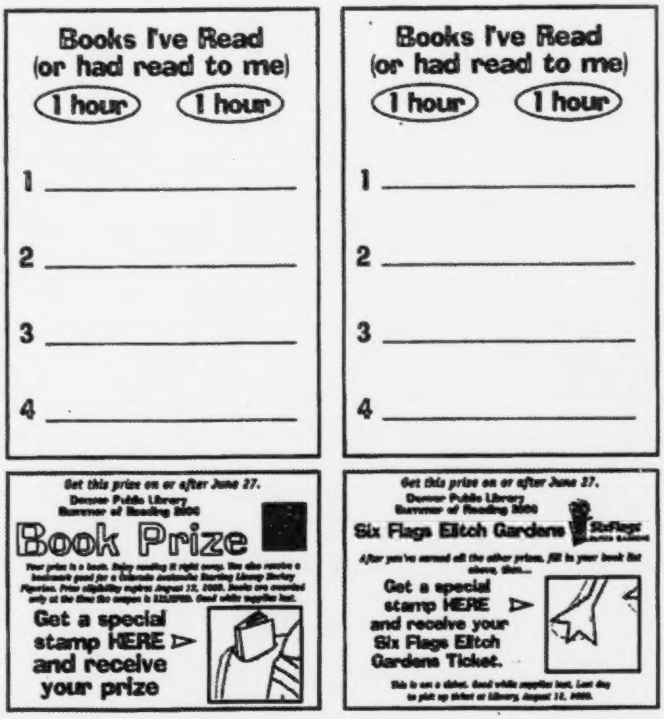
Post logo in all collateral materials and most prominent placement in *The Denver Post* ads.

The Denver Public Library relies on their comprehensive written agreements. “We especially make sure everybody understands and signs off on placement of their logo,” Hodapp says. “This is really key when you're dealing with a corporate entity. You'd better have that trademark there. You better make sure McDonald's has an apostrophe.” Another caution is to make sure you don't put a partner's logo right next to their competitors'.

“There is a basic contract saying what we'll provide,” says Hodapp. “As a sponsor, their name will be included in every press release sent out and any print material that we have control over. That's a really important phrase. If we're printing a flyer, of course they'll be in it, but if a partner prints a flyer and they don't put *The Post* in it because they have a conflicting media sponsorship, we have no control over that, and we're very clear about that.”

The value of having personal connections with the daily or local newspaper is something Pat Hodapp learned early in her career. “Years ago, I worked in a small library, and what I found that was key – especially for a small library – is to find that person on your board who has some influence. I worked in Eagle County (a small rural county), and we managed to get a woman who was a feature writer at the local newspaper on the board. We made her our ‘guru’ of what the library was doing. We went to them and said, ‘Every time you have an inch of space ... in your editorial or calendar listings ... please consider the library.’ That can happen in a small community. All of a sudden, you can become their No. 1 mission.”

To get your partnership off on the right foot requires that you do your homework, says Schieman-Christman. “Before you pick up the phone, try to determine what benefits you can offer your partners, then you pick up the phone and ask.”


Books I've Read
(or had read to me)
1 hour
1 hour
1
2
3
4
Books I've Read
(or had read to me)
1 hour
1 hour
1
2
3
4
Get this prize on or after June 27.
Denver Public Library
Summer of Reading 2000
Book Prize
Get a special stamp HERE ▷ and receive your prize
Get this prize on or after June 27.
Denver Public Library
Summer of Reading 2000
Six Flags Elitch Gardens
Get a special stamp HERE ▷ and receive your Six Flags Elitch Gardens Ticket.

***Summer of Reading* offers multiple prizes for each participant to win.**

And, if you are seeking a partner for a children's program like *Summer of Reading*, make sure you can tell your partner how you are going to involve the parents,” she adds. “Even though the program is geared

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Planning: The Key to Success

Planning and preparation are the key to successful partnerships, but how much planning is really required? Is there any danger in overplanning? Here are some tips from the Denver Public Library.

- "We have to have our proposals submitted by December (sometimes as early as September or October)," says Patricia Hodapp, director of marketing, about Denver's *Summer of Reading* program. "We wrap up in August, then before we know it, school starts and we're all saying, 'What were the numbers? What were the numbers?' That's so we can go back to our sponsors again for next year."
- Denver Public Library marketing staff members do their research and have specifics in mind well in advance of making requests from their sponsors. "When we go out for press or anything else, we have a shopping list months in advance and ask, 'What are some of the things you have coming up?' If they say, 'We're talking about literacy,' you want to know it the minute they start because a year out or six months out, you want to be a player at their table."
- Diane Schieman-Christman, the Denver Public Library's director of development, says it can be difficult for you to build sponsors into *your* program on *your* schedule especially when your prospective partner has multiple partnerships. Many companies and organizations have commitments two and three years into the future, she says.
- But, in some cases, it may be wise to be cautious about long-term arrangements. "You have to be very careful," Hodapp says. "Things change, businesses change. Your sponsor's mission may change. Your mission may change."

Keeping partners happy about their involvement in your program requires diligence, says Hodapp. "You have to realize that newspapers and the radio are businesses too, and you have to understand that and respect that. You can't go in dumb. You have to know what their business is. They want their name first. They want you thinking about them."

toward children, the parents are actively involved, a bonus for sponsors wanting to reach a broader audience. That's a key selling point."

For example, Hodapp says that once the number of ad inches has been negotiated, the library asks about ad placement. "We wanted to make sure that the ads were in areas that, very honestly, moms and women would read because they're often the ones who take their kids to the library and take on the leadership role in so many homes. So we would request ... even though the ads were free ... we would request that they be placed in parts of the paper that would have family impact."

When a Denver Public Library event or program is over, it doesn't necessarily signal that the partnership has also concluded. The staff makes sure each partner knows how much their support is appreciated and exactly what kind of an impact the partnership had.

"We go back to our sponsors and provide them with a set of clips from print and videos from TV, so they can see how they were represented in the community," Hodapp says. "You have to realize, they have to go back to their committees, their bosses who say, 'Why did you put $30,000 into the Denver Public Library?' People don't give us money just because they want to feel warm and good. They need more. They want to know the outcome, the impact. You've got to work on it every day," Hodapp says.

And you have to keep your ears to the ground.

Queens' WorldLinQ Creates Home Away from Home

Mrs. Chang settled into the comfortable chair in front of the computer terminal, logging on to the World Wide Web to communicate with family and friends in Taiwan. She had just moved to Queens, New York, and was anxious to hear from them. After writing some e-mails, she browsed the newspapers from her homeland, staying in touch with Taiwan's current events. The library's WorldLinQ has provided free, multilanguage Internet access to the residents of Queens since 1995.

As the largest public library system in the country in terms of circulation, and the second largest in terms of holdings, the Queens Borough Public Library is a home away from home for many of these new Americans. Queens has one of the largest communities of immigrants in the United States. They've arrived from more than 90 countries and speak 50 languages.

Gary Strong, director of the Queens Borough Public Library, says, "We typically see a new immigrant within a week to 10 days after they start living in Queens, and that is the typical connection with the library. They have heard about us from a broad word-of-mouth network before they left the country they were emigrating from, or right after arrival in the U.S."

Patrons find newspapers, magazines, books and music in languages ranging from Spanish to Urdu. However, it's the library's WorldLinQ Internet portal that inspires immigrants to visit the Queens Library daily. The rise of the Internet means that a lot of people who may not otherwise have had access are logging on at the local public library.

Responding to the needs of their community, the Queens Library began with a simple prototype that ultimately led to what is now identified as WorldLinQ. As an initiative, the project was exceptional in its goal: to use current day electronic standards to provide access to information in native, non-English languages.

In order to carry out such an ambitious program, the Queens Library partnered with the AT&T Foundation. Before seeking foundation support, Queens staff analyzed the library's programs and services, the customers served and the amount and type of support required.

"We are very customer centered as a library and we do a lot of demographic analysis, market analysis if you will," Gary Strong says, "I don't mean to necessarily speak in business terms, but that's what it is. We build library service that is responsive to what people want to use, the kinds of inquiries they have in their own lives."

> **"We typically see a new immigrant within a week to 10 days after they start living in Queens, and that is the typical connection with the library."**
>
> *- Gary Strong,*
> *Queens Borough Public Library*

Thomas Alford, deputy director for customer service at Queens, adds, "Our goals for the partnership to build

WorldLinQ were to provide a multilingual Web resource collection, provide multilingual access to InfoLinQ or the library's online public access catalogue, and multilingual resource sharing."

AT&T Foundation provided $500,000 over a three-year period in support of the Queens Library WorldLinQ electronic information system. The AT&T grant paid for the hardware and software installations to establish the Web site as well as for the server system to handle the complexities of multiple language requirements. Foundation funding also paid for several Queens library staff members dedicated strictly to the project, including a supervisory level librarian with technology training to oversee WorldLinQ. Promotional materials with both AT&T and Queens Library names were also paid for with the partnership funds. "We encourage other libraries to pursue partnerships," Alford says. "Foundations receive many worthy requests each year. Many of these requests are declined because there are not enough funds to go around or because the application clearly falls outside the foundation's field of interest."

> **"Whenever people come in and don't know how to use the Internet and are intimidated by the language barriers, I have them look at WorldLinQ in their native language. Then next thing I know, a few days later, they're already doing independent searches, and going to other sites ... "**
> ***- Paola Melillo, Flushing Branch***

The customer service needs analysis proved invaluable when matching the request with the funding foundation. The AT&T Foundation's favorable response to the Queens Public Library request and high level of cooperation exemplifies a strong partnership between business and the library to serve the community.

WorldLinQ provides valid, up-to-date links in Chinese, Korean, Russian, Spanish and French, among others. According to Paolo Melillo of the Flushing branch, "WorldLinQ is a great way to introduce the Internet to someone who doesn't speak English. English language sites dominate most of the Internet right now. It's probably a temporary thing, but for now, it's very intimidating for anyone who does not speak English fluently. Just putting them on the Internet makes them much more at ease, because they're able to navigate and go through the entire site. Whenever people come in and don't know how to use the Internet and are intimidated by the language barriers, I have them look at WorldLinQ in their native language. Then next thing I know, a few days later, they're already doing independent searches, and going to other sites independently of WorldLinQ. They feel much more comfortable using the Internet."

Because libraries are challenged to stay relevant in an increasingly technological world, creating these types of technology-driven partnerships can benefit libraries and their patrons. As an example of the benefits of this partnership, Thomas Alford comments, "The Queens Library is the prime information resource for Queens' Asian communities where Asian immigrants learn about the free flow of information, ideas and expressions that make democracy function. The library assists Asians to acculturate to the United States while maintaining the ties of their

heritage. Created to be a self-contained local and global Internet resource information system, WorldLinQ is freely accessible worldwide when one uses the Web site address. Many library customers, though they may not be fluent in English, are often fluent and literate in other languages and have a keen interest in preserving their cultural past or history."

"We believe very strongly that we provide an equity of access, whether it's electronic, print, programming, etc., in the library context," Gary Strong says. "The library role, as I see it, is to provide that non-commercial, reasoned, mediated-access navigation support in the electronic arena as much as we do it for the print arena. We have a Web team of professional librarians – 22 people – who spend five hours a week searching non-English language Web sites. They bring knowledge of their countries and languages, and they actively look for Web sites in languages other than English that meet our profile, and then review them just as you would a book or anything else. More importantly, we go back on a regular basis to make sure those Web sites haven't changed in some way and are still active. The greatest problem we find is that in many countries, the electricity is shut off at quitting time, and so systems go down. As we find really useful Web sites, a part of our international program is to convince places, like the National Library of China, to keep their servers on at night. When it's midnight in Beijing it's noon in New York. And now we've convinced them to keep their Web sites up 24 hours a day."

This type of international cooperation between library systems has always taken place via conferences and book fairs; however, the Internet makes it more immediate. With the financial support of business bolstering the library's offerings, library patrons can look forward to increased access to the world of electronic communication. "When they can walk in and they can feel connected back home, but also feel connected in their new community," Gary Strong says, "we are doing something that is relevant for the individual."

"Many library customers, though they may not be fluent in English, are often fluent and literate in other languages and have a keen interest in preserving their cultural past or history."

– *Thomas Alford, Queens Borough Public Library*

Match Needs to Partners' Interests

According to Thomas Alford, deputy director of customer service for Queens Public Library, "Before seeking AT&T Foundation funding support, Queens Library staff first analyzed the library programs and services, the customers we serve and the amount and type of support required. Staff also became familiar with the AT&T Foundation in general, and how they operate. We asked the following questions:

1. Does the foundation's interest for libraries and information services include the specific type of services or programs we are proposing?
2. Does it seem likely that the foundation will make a grant in our geographic area?
3. Does the amount of money we are requesting fit within the foundation's grant range?
4. Does the foundation have any policy prohibiting grants for the type of support we are requesting?
5. Does the foundation prefer to make grants that cover the full cost of a project, or do they favor projects where other foundations or funding sources share the cost?
6. What types of organizations does the foundation tend to support?
7. Does the foundation have specific application deadlines and procedures or does it review proposals continuously?"

To find out more about WorldLinQ, please access the Web site at: www.worldlinq.org.

Library Partnerships with the Media

Establishing a partnership with the media today means a lot more than writing a press release and sending it to the newspaper or getting your PSA on the air. Of course, those two mainstays of obtaining media coverage are still alive and well, but in this chapter you'll learn about some truly innovative ways libraries have partnered with the media to gain visibility in their communities, to build public awareness of resources and programs and, not surprisingly, to attract other partners to a joint venture. When potential partners find out a media partner is on board, for example, they know the event or program has a greater chance of media coverage, and that the coverage will probably generate some excitement.

Partnerships with the media bring with them the impact of instant name recognition. Americans love name brands. In fact, they invented them.Television and radio stations have name-brand status and widely recognized logos that translate well into print and banners. Newspaper mastheads, many of which have long histories in their communities and are rarely redesigned, are immediately recognizable. And many media partners have on-air personalities and columnists whose personas are so familiar, we think of them as part of the family. These people put a friendly, welcoming face on any event, program or announcement.

A media partnership can boost the number of library cards issued, increase turnout at library events or spread the word about fund raisers, speeding libraries toward their financial goals.

But, perhaps most importantly, the involvement of a newspaper, magazine, radio or television station can raise the level of a library's image as a key player in the community.

Media partners can place a spotlight on the value of the library's collections, life-long learning programs and other resources. As a result, community leaders and key decision-makers recognize, take note and

remember that value when budgets are tightened. And, once the voice of the library has been established as a strong, vital force in the community, citizens remember it when they go to the polls.

"Librarians need to communicate to the public that we are friendly, knowledgeable and valuable," writes Margaret Miles, County Librarian, Plumas County Library.[1] "In fiscally and politically conservative areas where many citizens express distrust of government, librarians need to educate the public and government leaders about the role of the library as a protector of freedom of information, while demonstrating the direct benefits to the local area."

21KFTV
univision

Partnering with the media enhances the library's image as a key player.

Media partners also offer exposure beyond what libraries may be able to accomplish with circulars, brochures, bookmarks, annual reports and even Web sites. Partnering can broaden a library's base of public support and establish it as a consistently valuable repository of resources and expertise. Where libraries have established partnerships with the media, they have come to be viewed as team players, involved in their communities, actively engaged with the constituents of other organizations. Media partners also open doors to populations libraries may not be able to access in any other way. This is no small advantage in the 21st century when demographics are shifting to reflect an ethnically diverse state and country.

" .... You can have more success attracting Latinos to your library by simply using the various mediums of communication that reach their homes – the Spanish radio and television stations," writes Elias Lopez, research program specialist, California Research Bureau.[2]

The same statement could also be applied to non-English speakers and especially to nonreaders. Even if English is not being spoken in the home, there is certainly a television or two and a radio. And there is always a radio in the car.

Partnerships with the media have become increasingly important in recent years for a variety of reasons. Perhaps most significant is the Federal Communications Commission's decision in 1980 to eliminate public service announcement requirements from radio and TV licensing agreements.

And, the impact of the information age on media organizations cannot be discounted. With so much information available, news organizations have been forced to become highly selective about the news and

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[1] Shelly G. Keller, editor, *Convocation on Providing Public Library Service to California's 21st Century Population, Convocation Proceedings*, (Sacramento, CA) California State Library, July 1997, p. 17.

[2] Ibid. p. 9.

features they choose for coverage. Sometimes, even a good story is left behind in the crush of so many worthy topics. But, if the right story falls on the right ears, such as those a media partner can provide, the story takes an express route into the right hands.

So, the questions then become: What can libraries offer their media partners? What are media partners looking for? What kinds of innovative methods have been created and how do they work?

The case studies presented in this chapter shed light on all of those questions and focus attention on the truly inventive answers that three public library systems have developed.

The television campaign you'll read about in *Media Campaign Puts Library Center Stage,* was test-marketed in 2000 in partnership with the California State Library. Public service announcements featuring national celebrities and local business, media and government leaders increased attendance at library programs, increased the number of library-card holders and helped the library establish long-term relationships with media organizations.

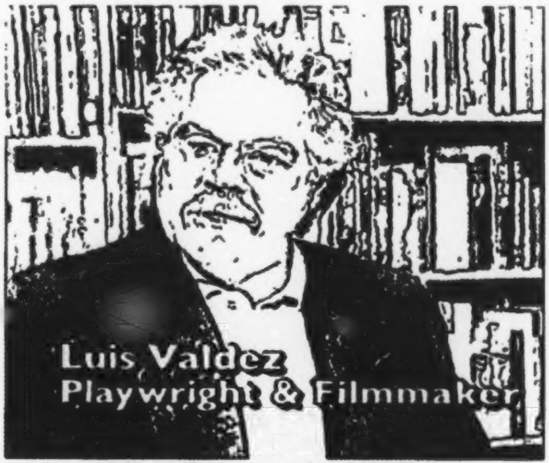
When *The Library–Check it Out* was expanded and enhanced in Fresno, as you'll read in *Library's Billboards, Radio and Television Spots Make Waves, Draw Raves,* one of the radio stations created a contest in which high schools could win a dance sponsored by the popular teen station. Deejays visited each high school in partnership with the student councils, and the school with the most library card holders won. Genuine *excitement* ensued. The race to sign up card holders was on. Over the course of the campaign new library cardholders increased by a whopping 32 percent over the same period in the previous year.

In *Cable Television Showcases Treasures of Library System,* you'll read how a monthly 30-minute cable television show in the suburbs north of Chicago is entering its second successful year of production with a prestigious Telly award under its belt. A joint venture between the North Suburban Library System and the Library Cable Network, *What's New in Libraries,* has visited about 30 libraries and museums in the area, showcasing the region's people, events and programs. American Library Association Past President Sarah Long is the show's host. "The general feeling," says Long, "is that people don't know how libraries have changed." So Long, her assistant director and a media consultant simply decided to show them.

Media Campaign Puts Library Center Stage

Anna Tatár, director of the San Diego Public Library, hoped that *The Library–Check it Out* public awareness television campaign would boost the number of library-card holders and attendance at library programs. She was looking forward to building partnerships with the media and relationships with local businesses, media representatives and government leaders. And she expected that the campaign would bolster public and corporate support.

What she didn't expect was the effect the 14-week campaign, which ran from January to April 2000, would have on the library staff. "I don't think we knew at the outset that it would be such a good thing," she says. "It gave the staff the recognition they deserve for the work they do, and showed how important the library is to the community. I think it helped morale. We didn't think about those things as we started this campaign, but it was a real boost."



Four of *The Library – Check it Out* television spots featured national celebrities.

Modeled on a successful campaign format developed in 1997 in Charlotte (NC), *The Library–Check It Out* featured 15-second TV spots that put local business, media and government leaders center stage. In addition, four of the spots featured national names – Linda Ellerbee, Jack Perkins of A&E's *Biography*, Luis Valdez, playwright and filmmaker, and NBA Hall of Famer, Bill Walton.

All talked about books and reading and about how many of us have been affected and inspired by our discoveries at the public library. Jack O'Brien of the Old Globe Theatre talked about how reading opens minds to the "limitless possibilities of life"; Jim Dawe of the Library of California talked about the "magic" of becoming absorbed in a book; and basketball star Bill Walton? His message was straightforward. Reading, he said, gives children "a giant step into the future."

The campaign had another built-in audience-pleaser. San Diego's ABC television affiliate aired several two-minute feature stories (during their news broadcasts) about people who began businesses or boosted their careers through research at the public library. Other stories focused on volunteers.

"A lot of times, these stories are overlooked," says KGTV's Community Affairs Specialist and on-air personality Phoebe Chongchua. "By having a

campaign and a partnership, those types of stories could be told to me, and I could filter through what I thought would make a good news story or a not-so-good news story. And so we picked some that were interesting and we focused on those. It made the stories interesting from the news side and for the viewer."

The campaign used $50,000 in Library Services and Technology Act funds to leverage an estimated $350,000 (excluding the value of the KGTV news features) worth of television exposure from media partners which included KGTV-Channel 10/ABC, Cox Cable San Diego, Time Warner Cable San Diego and KBNT-Univision, a Spanish-language station.

More than a dozen community leaders enthusiastically agreed to act as spokespeople for the spots.

According to a formal research study of the effectiveness of the campaign by MetaResearch℠ of Sacramento, the spots hit the mark. The research report and survey noted that "nearly six in 10 (survey) respondents were aware of the campaign ... with 90 percent indicating they felt it would be effective in attracting more people to visit libraries."

It all began when Tatár was approached by California State Library campaign planners in 1999 and asked to help test the performance of a campaign pioneered by the Public Library of Charlotte and Mecklenburg County (NC) and their consultant, Specialized Media Services.

"One of the reasons I jumped on this opportunity is I knew we could never do this alone," says Tatár. "This was such a fantastic opportunity, even though I knew it was going to require quite a bit of work on our part. I knew it was important to get our stories out there."

In September 1999, the State Library contracted Specialized Media Services and Shelly Keller Marketing, and plans for the campaign began. Joe Burroughs of Specialized Media Services orchestrated the media invitations to bid, analyzed the proposals and made recommendations for the TV buys based on the time slots and frequencies proposed. Specialized Media Services also wrote the scripts and supervised filming of the spots.

Phoebe Chongchua
10 NEWS

San Diego's ABC affiliate was a major library campaign partner.

Tatár and her staff recruited people they wanted to appear on behalf of the library. "This was one of the things that was so exciting about the partnership," she says. "We were able to develop these relationships and continue to have them evolve. Some people we knew better than others. For example, Bill Walton (athlete and commentator for NBC sports). His mother worked for the San Diego Public Library System for 25 years. When I called her and asked 'Do you think your son

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might do this?' she said, 'Here's his number, and I'll call him and have him call you back. He'll do it.' He called me the next morning, and he was one of the first calls. He had already written his script. It was so delightful, and I was thrilled."

Others Tatár and her staff called upon were: David Nichols of Pacific Bell; Margaret Porter-Troupe of the Porter-Troupe (Art) Gallery; Jerome Navarra of Jerome's Furniture Warehouse; Marco Polo Cortez, president of the San Diego Hispanic Chamber of Commerce; and Drew Schlosberg, community relations director at the *San Diego Union-Tribune.*

LA
BIBLIOTECA
¡VISITALA!

KBNT-Univision spots reached San Diego's Spanish-speaking community.

As a former educator, member of the board of the San Diego Literacy Council, and past president of the San Diego Reading Association, Schlosberg says he tried hard to think of a reason people wouldn't want to partner with the library. "When Anna called me and mentioned the PSAs they were going to do, and explained that they would be compelling messages straight from the heart, I knew right away I wanted to be involved. For so many people, reading is the lifeblood of success. For me, personally, I'm thrilled to work with an organization like the library. For the last 21 years, I've been passionate about reading and literacy and very often, it doesn't get the attention it truly deserves."

Another willing supporter was celebrated playwright Luis Valdez. "He spoke at the annual (American Library Association) conference and I decided to go and ask him to be a campaign spokesperson," Tatár recalls. "He said yes, gave me his phone number and told me to contact him. It turned out he was doing a residency at the San Diego Repertory Theatre. He was a great champion for us. We were thrilled to have him."

At the same time, Tatár and her staff scouted the branches, ferreting out stories to offer Phoebe Chongchua at Channel 10. "One gentlemen told me about a literature teacher who had been coming in for 25 years and would teach his class about the library, section by section. I learned about a woman who had developed a successful indelible-ink stamp business from research she did at the library. And Cindy (Queen, senior public information officer at the San Diego Library) pulled stories together. That requires a lot of work. You have to have somebody who can pull the stories in. You have to have the people or resources to do it."

But Tatár knew that having community leaders speak up for the library would have tremendous value in boosting the visibility of programs and increasing awareness and support. "We realized that this would help us with market softening and that people would be more aware of the library, and that what our community leaders were saying (about the library) would have great

influence. That was a really great element of this campaign."

Now in the midst of forming a foundation for financial support of the public library, Tatár knew that the relationships she was forging would have another benefit. "For the foundation, we're going to have a really large board," she says, "and some of these individuals could serve on the board, or help us find other people who could serve."

And the campaign created some buzz on the street, too. People talked about it. "I can't tell you how many people said to me, 'Hey, I saw you on TV,' " says Schlosberg.

It also caught the attention of city leaders. "Some on the City Council were very impressed about the way we could leverage the dollars," says Tatár. "One public information officer (for the city) said he couldn't believe it. While nobody directly complimented us, I could see they were very impressed with the fact we were able to do that. Resources are so scarce in the city of San Diego. When you can do this – leverage dollars – it's really quite amazing. When I asked my boss 'Has anybody ever done anything like this before?' He said, 'no.' This is the first time in the city we've been able to do it. I think the city learned some things. The public information officer was certainly very impressed."

◆

Some of the relationships forged between the library and the spokespeople lasted beyond the campaign. "There was a lot of goodwill generated," Tatár says. "Margaret Porter-Troupe (art gallery owner) said she had a great feeling after doing the PSA. She has a thankless job. She's trying to help the school with art education – anything that gives her visibility helps her gallery

"No Fear" Media Advice: San Diego, Check it Out

Approaching a media partner can be intimidating for a number of reasons, but without a doubt, fear of having your phone call rejected, your story rejected or even worse, having a story reported inaccurately, are just a few that produce high anxiety levels.

Here are a few tips and suggestions for working with a newspaper from Drew Schlosberg, community relations director at the *San Diego Union-Tribune.* Schlosberg was one of the spokespeople chosen by San Diego Public Library Director Anna Tatár to appear in a 15-second public service announcement for the *The Library–Check it Out* campaign, January through April 2000. He was happy to pitch in and help and even wrote his own script. Schlosberg offers this advice based on his years as a journalist, teacher and champion of literacy programs.

- "A lot of people are intimidated about approaching the media because they don't have access," says Schlosberg. Translated, that means they're afraid because they don't know anyone. "If you are looking for information and you don't know who or how to ask, you may wonder if your story is going to 'go south.' " His advice? Get to know writers and editors. Newspapers are always looking for good stories. Many editors and

and her goal of art education. Her PSA was a great piece – it was about how art stirs the imagination, and that libraries do the same thing. I thought her spot was really fabulous."

Phoebe Chongchua of KGTV and Drew Schlosberg of the *San Diego Union-Tribune* agreed that should the right story come along, they would certainly welcome the chance to work with the library in the future.

"What surprised me was that leaders were eager to be spokespersons and they did it so naturally," says Tatár. "Their hearts were connected to the library. It made us and them feel good about the library. It was truly one of the most positive things that has happened to me in my career and in the profession."

San Diego, Check it Out *(continued)*

writers will take the time to talk with you on the phone or read your media release. Try to establish a first-name basis relationship. And when you do suggest a story, make sure your phone call has clarity and that your media release is well-written and does a good selling job for you.

- If you do pitch a story and it is rejected, don't take it personally. Learn what kinds of stories different writers and editors are looking for. And make sure to try the door at the community relations department. Many newspapers have them. "We try to dispel fear," Schlosberg says. "We'll politely say, this story doesn't tie in, and we try to show we're appreciative. If you've got a media release, we'll (the community relations department) walk it up to the newsroom, so it won't go on the bottom of the pile. Then if it runs, all the credit goes to news. All we have done is hand it off to news."

- After you establish a relationship, make sure your story ideas have a focus or angle. "If we get a well-written media release, we're likely to think there's a compelling story," Schlosberg says. "If it's a book drive, tell me why it's spectacular." If the drive is benefiting some organization in the community or is being held at an unusual location, make sure you put that information at the very top of the release. Don't bury it at the bottom.

- Look at your partner's mission; don't get away from your partner's interests. Newspapers as a whole are interested in books and literacy. Get to know the names of the people who work on the paper, and over a period of time try to define what stories they will publish and why.

- Be creative with how you can work with your newspaper and get your personalities out there. Contact the sports columnist, the gossip columnist, and have them associated with your program. That way you get two things at once. You get this great publicity and a chance to make a connection between you and a newspaper.

Library's Billboards, Radio and Television Spots Make Waves, Draw Raves

When California State Library campaign planners first approached John Kallenberg, Fresno County Librarian, about testing the *The Library–Check it Out* campaign in Fresno, he didn't hesitate to say yes. He knew the benefits of marketing and the Fresno County Library had much to market – more staff, longer hours, new services and programs, and 175 new public access computers. Kallenberg felt the campaign's impact would benefit the library. He just didn't know how much impact it would have.

According to Shelly Keller, campaign manager and marketing consultant to the California State Library, "When the State Library field-tested the *The Library–Check it Out* campaign in San Diego in the first quarter of 2000, it was a TV-only test. Increases in library circulation ranged from .9 percent to 17.9 percent, but the formal evaluation conducted by Meta Information Services concluded that about six out of 10 people were aware of the campaign.

"We were fairly certain that expanding the campaign to include radio and outdoor media, using bilingual messages, would enhance the campaign's impact," says Keller. "Fresno offered a promising market for an expanded field test. The county librarian was interested in the campaign. And the Fresno County Library had expanded their hours, staff, collection and programs, thanks to voter passage of Measure B there in 1998. But it was really John's interest in partnering with the State Library that clinched the deal."

Working with the media to promote libraries is not exactly a new concept. For years, libraries have relied on public service announcements on local TV and radio to market their programs and services. In the 1980s, when the Federal Communications Commission eliminated the public service requirements from radio and TV licensing agreements, things began to change. Just as more nonprofit organizations were requesting donated advertising to promote their services, the FCC no longer required TV and radio stations to provide it.

The Channel 21/Univision reading event attracted 3,500 people to the library.

Adds Keller, "When we discovered the media partnership strategy that Joe Burroughs and Specialized Media Services came up with, it was a real epiphany for me. The biggest obstacle to getting this library awareness campaign off the ground had always been the cost. Approaching the media as a client who also wanted to partner enabled us to leverage our media buy to five times its value and more. It

makes for very cost-effective marketing."

Campaign planning began in July, with outreach to the media in September. Burroughs invited all the Fresno media to meet with him and discuss the planned media buys. Rather than spread the $60,000 media budget around to every TV and radio station in Fresno, he met with each station and explained that there would be one network TV partner, one or two radio partners. He invited proposals from each station with details on the number of PSAs they would add to the media buy if they were chosen.

THE LIBRARY Check It Out

Mall kiosks featured KBOS-FM deejays with library cards.

Once specific media partners were selected, there was additional contact and dialogue to cement the relationship and plan the campaign. Production of the billboards and TV and radio spots was completed in November.

"We lucked out on media partners in Fresno," confides Keller. "Maria Gutierrez, Station Manager for Channel 21/Univision (Spanish network TV) proposed a family reading campaign. The station wanted to do an event at the library to kick off the *The Library–Check it Out* campaign and a reading contest they were sponsoring. The reading campaign covered the entire six-county area of the San Joaquin Valley Library System and the event attracted 3,500 people – mostly Spanish-speaking – to the Main Library on a Saturday afternoon in February.

"Radio station KBOS-FM/B-95 wanted to create a promotion that would enhance the campaign and give their deejays something to talk about. They chose to visit all the high schools in Fresno County to distribute library card applications and promote a contest built around library card ownership. Because the library was a client and a partner, Channel 21 and B-95 wanted to go the extra mile to make the campaign a success."

E. Curtis Johnson, program director for KBOS-FM/B-95, explains, "The library campaign gave us some community service opportunities. We're always looking for ways to give back to the community, as corny as that sounds, and this was a way to do it. It was also a positive campaign. It gave us a chance to talk about something that wasn't just about us. And we wanted to make the library hip."

So KBOS/B-95 created a contest in which the high school with the most library cardholders could win a free dance, hosted by a KBOS/B-95 radio deejay. The 15 high schools in Fresno County were invited to enter, and deejays visited each high school in partnership with the student councils.

According to Johnson, "The Library provided library card applications, and the student associations had to tally respondents who got library cards. Our deejays made pitches at schools – sometimes over the PA, sometimes we did pep rallies. We promised one dance for the winning high school and ended up giving away two. We provided the dance at a time when the school principal wanted it

– during lunch, after school or in the evening.

"I actually thought we'd have more difficulty selling the schools on the idea because it was an intrusion on their turf. In reality, they begged us to come. They wanted us there to promote the library. There's no way we could've gone onto high school campuses without the campaign, so the partnership gave us a vehicle to reach an audience that we normally wouldn't be able to reach."

On January 2, 2001, the Fresno County Public Library launched the 13-week media campaign, using English- and Spanish-language television, teen and Spanish radio, bilingual billboards and mall kiosks. More than two dozen 15-second television spots featured Fresno residents and national celebrities touting the value of libraries, reading and books.

Media partners included KFSN/Channel 30/ABC (English network TV); Channel 21/Univision (Spanish network TV); AT&T Media Services (cable TV); KOQO, KRNC, and KOOR (Spanish radio); KBOS-FM (teen radio); and Infinity Outdoor (billboard and mall kiosks).

KFSN/Channel 30/ABC provided an impressive package, reaching over 90 percent of Fresno's English TV households more than 18 times during the 13-week campaign. The station also produced several news features during the campaign, as well as a segment on their Sunday morning public affairs program.

Channel 21/Univision provided an advertising schedule that reached nearly 100 percent of the Spanish TV households, plus several news features.

Their kick-off event at the library featured Lupita Lumeli, host of Channel 21's morning show, *Despierta America*, and the station conducted a reading contest with 800 participants.

AT&T Media Services provided more than 1,300 public service announcements (half of which were donated) on 12 cable networks.

More than two dozen 15-second television spots featured Fresno residents and national celebrities touting the value of libraries, reading and books.

Spanish radio stations KOQO, KRNC and KOOR provided more than 312 60-second radio spots, 208 of which were in drive time. Their on-air personalities produced the radio spots.

Teen radio station KBOS-FM/B-95 provided a package of 124 spots, most of which also fell in drive time. Their morning and afternoon deejays produced the spots and visited the high schools to distribute library card applications.

Infinity Outdoor Media provided 23 bilingual billboards (English and Spanish) throughout Fresno, plus mall kiosks that featured the KBOS/B-95 morning radio personalities holding library cards.

The library chose campaign spokespersons with an eye towards reflecting Fresno's diversity. Community spokespersons included: Ben H. Vue, Valley Small Business Development Corporation; Kevin Wilson, Teen Council Representative; Vernon Crowder, Bank of America; Henry Ellard, Fresno State University; Venancio Gaona, El Concilio de Fresno, Inc.; Rosellen Kershaw, Friends

of the Fresno Library; Keith Moyer, The Fresno Bee; Danny Parra, Hispanic Chamber of Commerce; Dan Pessano, Good Company Players; Clem Renzie, sculptor; Mohinder Singh Grewal, Punjabi library collection advisor; Margie Wright, Fresno State University; and John Kallenberg, Fresno County Librarian.

Celebrity spokespersons included: Luis Valdez, playwright and filmmaker; Bill Walton, Basketball Hall of Fame; Linda Ellerbee, author and host of *Nick News* on the Nickelodeon cable network; and Jack Perkins, host of *Biography* on the Arts & Entertainment cable channel. More than a dozen personalities from Fresno Spanish and English TV and radio stations were also spokespersons for the campaign.

Linda Ellerbee
Journalist

Spokespersons promote libraries, books and reading in the TV spots.

Although each spot has a different spokesperson and a slightly different message, the entire campaign used the common theme, *The Library–Check it Out.* Using different spokespersons and messages kept the campaign fresh throughout the 13-week run. The campaign's impact came from the messengers – local residents from many walks of life, offering testimonials on the value of books, reading and the library.

Media messages were reinforced through partnerships with two social services agencies – the Community Food Bank and the Fresno Interdenominational Refugees Ministries. Nearly 10,700 clients received special *The Library–Check it Out* bags filled with library materials and library card applications at agency distribution sites throughout Fresno County.

What kind of impact did the campaign have?

"Evaluating the Fresno campaign was the acid test," says Keller. "We approached these campaign field-tests scientifically. We knew we had to see real results, real impact to justify using federal Library Services and Technology Act funds. That's why we wanted to partner with the media for a real campaign, not just a few PSAs. Evaluating the campaign was crucial, especially if the California State Library was going to take the campaign statewide."

Kallenberg tracked library statistics, comparing them to the previous year, while MetaResearch℠ conducted a statistically valid telephone survey of more than 400 Fresno area residents. The numbers were beyond anyone's expectations:

- Circulation of library materials was up more than 13 percent from the comparable quarter in 2000 for the highest quarter in the Fresno County Library's history;
- New borrowers increased by 32 percent;

- More than 87,000 people visited the library's relatively new Web site (promoted on all the billboards) – more than 45,000 visited the reference and information resources pages, more than 33,000 visited the children's pages, and more than 6,400 teens visited the teen pages; and
- Use of online subscription InfoTrac was up over 10 percent.

Meta's evaluation of the campaign contained even more good news:

- The majority of survey respondents (84 percent) were aware of at least some aspect of the campaign;
- KFSN-TV Channel 30/ABC was watched by 84 percent of all respondents and 80 percent of Hispanic/Latino respondents;
- Channel 21/Univision was watched at least occasionally by nearly three-quarters of the Hispanic/Latino respondents;
- Radio station KBOS-FM/B-95 was listened to, at least occasionally, by a surprising 37 percent of respondents;
- Approximately six in 10 respondents who were aware of the campaign rated it as "good" or "excellent" in terms of making people more aware of the value of reading and of public libraries; and
- An even larger proportion, approximately nine in 10, felt the campaign would be effective in attracting more people to visit public libraries.

But the media campaign's impact on the library and the Fresno community went beyond numbers alone.

County Librarian Kallenberg says, "The campaign increased awareness of the library, use of the library and good will for the library. It was good for our media partners and our spokespersons because it enhanced their community image. The library now has new relationships with the media. And our staff increased their media savvy and confidence in working with the media."

Kallenberg adds, "It's interesting to see how one partnership with the State Library evolved into active partnerships with the media and community leaders. The State Library brought the idea for the campaign to the library. Then the creative juices began to flow between all our staff, all the consultants working on the campaign, all our media partners. We started discovering creative new ways of doing things. No one partner controlled the results. Everyone brought some new thinking to the campaign. The whole thing mushroomed in a direction we hadn't anticipated. It was really a collective approach, and the campaign became much more than the sum of the parts."

"The whole thing mushroomed in a direction we hadn't anticipated. It was really a collective approach, and the campaign became much more than the sum of the parts."

– John Kallenberg, Fresno County Library

Roberta Barton, public information officer for Fresno County Library, was hired in the midst of the campaign. Barton affirms, "Good partnerships can take off in so many different directions. This campaign kept the library at the top of people's minds and brought them through our doors. It truly helped people realize our potential as a

community resource. The real winners in these media partnerships are the patrons. It gave them points of access to the information and services available at the library, like children's story times, computer access and computer training."

"We weren't afraid to accept guidance from our partners. Even though they aren't the library, they often have insights into the needs of the community and our library's patrons. It's important to listen to their advice."
– Roberta Barton, Fresno County Library

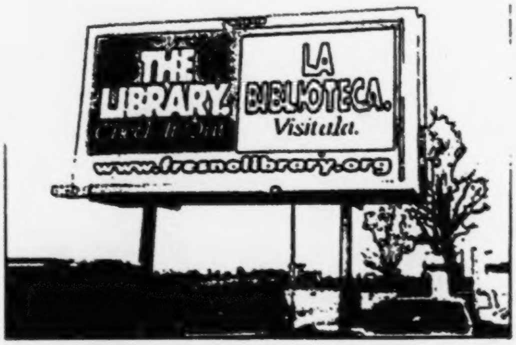
She adds, "Successful partnerships are all about collaboration. We weren't afraid to accept guidance from our partners. Even though they aren't the library, they often have insights into the needs of the community and our library's patrons. It's important to listen to their advice. Partnerships require flexibility to accomplish anything. I've always believed in relationship-building – it's the key to success for me."

Perhaps the biggest impact in the Fresno field-test of the media campaign has been the State Library's announcement of a statewide *The Library–Check it Out* campaign beginning in July 2001.

State Librarian Dr. Kevin Starr says, "We've tested *The Library–Check it Out* campaign in San Diego and Fresno. I'm convinced of this campaign's potential for success in California, and I am committing the State Library to take the campaign statewide in July 2001 and to continue it over the next two years. We'll roll out the campaign around the state, media market by media market, and build on the success we've enjoyed so far."

Now that's impact!

The Fresno campaign included 23 billboards in English and Spanish. Circulation of library materials increased 13 percent and new borrowers increased 32 percent during the campaign.



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Use Creative Approach to Gain Media Spotlight

You don't always need money to get air time on radio and TV, says Joe Burroughs of Specialized Media Services of Charlotte, North Carolina. "Many TV and radio stations have family-focused programs, which results in a natural partnership between the library and the media outlet," he says. Burroughs, whose company developed *The Library–Check it Out* campaign offers these suggestions for libraries seeking media partners.

- "If you don't have any money and you want to be on TV, you can ask the TV (stations) to use on-air personalities. If their own people are going to be featured in sending the message, they're going to be much more open to the idea."

- Another idea that doesn't cost any money, Burroughs says, is to ask TV and radio stations to stage their station's events at your library. "Their viewers and listeners can come to the library, sign up for cards, check out materials, learn about programs and meet the media personalities. The awareness that results is amazing."

- If you do have some marketing dollars, Burroughs suggests adding high profile community and business leaders to the mix and asking the media to support public service spots with air time. "We made calls on businesses (for the first *The Library–Check it Out* campaign three years ago) and the response we got was unbelievable," Burroughs says. "It was a win, win, win situation – the library won with a media campaign that promoted reading, the businesses won through their association with the library and showcasing that association to the community, and the media won for the same reason – it was enlightened self-interest on all three levels."

"There are so many stories to tell about the library," says Burroughs. "So tell them."

Cable Television Showcases Treasures of Library System

You would have to think really hard – or live in the suburbs north of Chicago – to know what a 16th-century Italian trestle table once owned by William Randolph Hearst and a barbershop in Wauconda, Illinois, have in common.

OK, time's up. The answer? Both have been featured on a segment of *What's New in Libraries,* a monthly 30-minute television show aired on the Library Cable Network (LCN), a broadcasting consortium of six libraries in the North Suburban Library System (NSLS) with studios in Arlington Heights, Illinois.

Sarah Long hosts the Telly-award-winning cable TV show.

Hosted by ALA's Past President Sarah A. Long, director of the 600-library North Suburban Library System, *What's New in Libraries* is the "brainchild" of NSLS assistant director Mary Witt and media consultant Alexis Sarkisian of AskAlexis. In 1999, the show was honored with a prestigious Telly award and marked its second anniversary in April 2001.

But now, back to the table and the barbershop.

The table, a true beauty with curved base and massive marble top, was a gift from Hearst to early 20th-century printing magnate David Cuneo when he began printing Hearst's magazines, including *Cosmopolitan* and *Good Housekeeping.*

The table is ensconced in the lobby of a 32-room Italianate mansion, the centerpiece of a 75-acre estate, once owned by Cuneo and now open to the public. The library connection? With a "Family Explorer Card" (similar to a library card but check-out is limited to a week), patrons can visit about ten different museums and historic societies where admission is either free or discounted. The cost to visit the Cuneo Museum and Gardens, for example, is discounted to $40 for a family of four.

As for the barbershop, owner Wil Tremont is just one of about 40 merchants in the "downhome" town of Wauconda, Illinois, who participates in a partnership program orchestrated by the Wauconda Area Public Library District. The Wauconda program, also featured on *What's New in Libraries,* offers patrons discounts and free goods and services at partner businesses such as the barbershop, florists, dry cleaners and McDonald's restaurant franchises when they sign up for a library card.

Partnering with the LCN to get the word out about these programs and dozens of others in the North Suburban Library System was an idea Long eagerly embraced.

"One of the questions I was asked most often as I traveled around last year as president of the American Library

Association was 'Will we really need the library?' "she says. "People would say, 'If I have a computer on my desk, why will I need a library?' " Because, Long would answer, libraries are traditional community centers and very often the first place children experience books. "Libraries Build Community," in fact, was the theme of her ALA presidency.

So a partnership with television – a medium that attracts a huge audience and tells libraries' stories in an engaging and entertaining way – seemed like a partnership whose time was long overdue. Especially since the partnership would also offer library staff members a chance to work with the media and to learn more about each others' programs and services.

"In general," Long says, "the feeling is that the American public doesn't know how the library has changed. We were working with Alexis (Sarkisian), a communications consultant. What I really wanted was for her to work on a contract and come in, write a few press releases and give us some tips and hints, but she didn't want to do that. She said, 'That's a Band-aid approach. You need to think more deeply about what you're trying to do in a communications and public relations way, and there have to be people here at the library who 'own it.' You don't want a consultant who comes in on an ad hoc basis to market your organization. It doesn't work that way.' "

What Sarkisian proposed was that she tailor her approach to the library and coach someone at the NSLS who was interested in spreading the word about the special programs and benefits the system's libraries offer. That person was assistant director, and now producer, of *What's New in Libraries,* Mary Witt.

"What we really wanted was to get more publicity for member libraries," says Witt. "I wanted the communities they served to be aware of what their libraries had to offer. We also were able to see our librarians appear before the camera and get some practice in talking about the library. It's not always in the nature of librarians – dealing with and talking with the press. This gave them some real-world experience."

"We also were able to see our librarians appear before the camera and get some practice in talking about the library. It's not always in the nature of librarians – dealing with and talking with the press. This gave them some real-world experience."

– Mary Witt,
North Suburban
Library System

What's New in Libraries first aired in the spring of 1999. Since then, the show has visited more than 30 public libraries, 10 special libraries and museums, and has interviewed more than 150 trustees, librarians and patrons about library materials and services.

"We have a group of public libraries here in North Suburban that began the LCN project several years ago," says Long. "They program all the time. We approached them and asked if they would be interested in some kind of show that talked about all the new things that are going on in libraries. Mary and I talked about it and Alexis is the one who put it together. She named it and I became host of the program. Really it's the brainchild of Alexis and Mary Witt."

Putting library news on television has a number of ramifications, Long says. "There's the public relations value in its own right. People flipping through the cable channels have a chance to learn more than they knew before about the library. They are also learning why they need a library even if they have a computer on their desk."

And Long also points out that this broadcast partnership provides a model for the multiple benefits that emerge when divergent agencies form alliances.

"One of the things we do at NSLS is appreciate that aggregation is a powerful concept. If you work with other people, together you can have a major impact. When we partner with our members to tell our story, that model is so powerful. If we can work together to do this, what else do we have the power to do?"

Local businesses offer discounts to library cardholders.

Alexis Sarkisian, media consultant and owner of Chicago-based Ask Alexis, is an award-winning TV producer who has worked on a number of projects with the Illinois State Library. She had known about the Library Cable Network for years.

"The dollars to drive the program are coming from the North Suburban Library System," says Sarkisian, "but the No. 1 call for the system (Library Cable Network) is to provide service to their members."

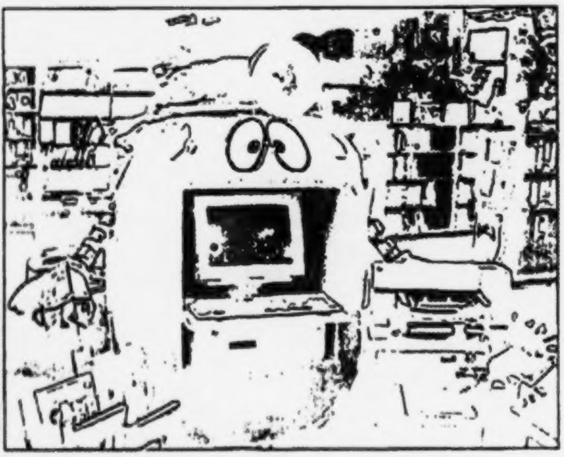
The LCN broadcasts seven days a week, 24-hours a day. Programs range from concert performances to cooking demonstrations. Content is targeted to engage children, seniors, teens, teachers – a general viewing audience.

"Their whole premise (Library Cable Network) is to bring the library to viewers," says Sarkisian. "What they would do is a program at the library with an author with some wrap-around video. We met with the LCN committee and proposed the show. We said Sarah would be the host, and they agreed. They provide us use of their video and editing crew. NSLS actually pays my salary to produce it, and the residual byproduct is that we take cameras and interview library staff and tell their stories."

But that's not where the benefits end. "In essence," Sarkisian says, "we are doing basic training for libraries. For example, the Wauconda library had an excellent partnership program, and we interviewed the people at Wauconda businesses, asking them why they were in such support of the library. When we put Kathy Nielsen (at the Wauconda Library) through the paces of the interview, she could say, 'Boy this is good, this is easy. We're not intimidated.' So, we're also doing some training of librarians on how to deal with media. They get copies of their tapes. If the community is outside of the cable network, we make tapes available for them. They contact their

local cable access channel, and this puts them in a position to establish a relationship."

William McCully Jr., former president of the Library Cable Network, member of the LCN executive committee and executive director of the Prospect Heights Public Library District, says that the partnership has not only benefited the library, but the cable network as well.



World Health Museum

What's New in Libraries mixes fun and education in a cable TV program.

"We all thought it was a great idea," he says. "We had been looking for a way to showcase what LCN does, and here's where the technical aspect comes in. In order to attract new member libraries, we have to convince the library administration that it's a project worth pursuing.

"We thought the NSLS proposal was a good way to showcase the LCN and also to make a statement to libraries about what can be done with this medium. The LCN is done by franchise within the community. If the community is wired, and has the channel, (the program) is available to any cable subscriber."

McCully notes that the combined population of all six member library areas is about 300,000, but *What's New in Libraries* can be viewed beyond that area because each library featured receives a copy of the tape. Tapes are also made available at that library for checkout. In addition, the program has been cleared on more than 20 additional cable systems in the North Suburban Library area.

"If we can work together to do this, what else do we have the power to do?" Long asks. "If we set out to accomplish project X and we do it, we don't only accomplish X, but we accomplish working together, and we get the experience of working together. We have experienced the process of working together, and quite often, that is even more lasting and more powerful."

For more information, log on to www.whatsnewinlibraries.org or www.librarytv.org.

Record, Share and Enjoy Success

"There are more than 9,000 public library organizations in this country," says Sarah Long, past president of the American Library Association and director of the 600-member North Suburban Library System in Illinois. "There's an incredible amount of creativity and spirit to do good for people," Long says. "As a result, there's an incredible wealth of good things going on. If somehow we could get a handle on the best things people are doing, it would be great because we could share that wealth and not have to reinvent new things. The theory is if you can just hear about a lot of different organizations' solutions to problems, you can probably find the solution to your problem."

Here are Long's recommendations for successful partnerships.

- Aggregate your stories. "If you can get libraries to work together, or community groups to work together, there are two hooks to the story," she says. "One is what you're doing and the other is you're working together. It becomes a double-pronged news story and another good reason to cooperate. It adds another dimension to what you're doing."

- Investing in quality materials for your public relations projects pays off. "In the last 15 years, we have done a lot better job of making our public relations materials look professional," Long says. "We've come up to the mark now, and that's a good sign."

- Awards, publicity and recognition are always worth the effort. "Here at NSLS we give out awards every year," Long says. "We award people and institutions and legislators. You can't thank people enough. You can't recognize people enough. It's just amazing what holding up good work does. It does a lot for the person who's singled out for recognition and it inspires others to aspire and work harder."

- Record and share measurable results with your partners. "You have to be able to show that your program achieved something ... that you had goals and positive outcomes and that you learned something. That goes for all of your publicity."

- Recognize the value of what libraries have to give. "Quite often in the library or nonprofit community, we feel we don't have anything to offer. We think we're poor. Not so. We have so many gifts and so many talents. Recently, I was at a conference where they were talking about the attributes of world-class leaders and they were saying there are more world-class leaders in nonprofits because you have to deal with a great deal of complexity and you have to learn lessons quickly. I think world-class leadership is common in the nonprofit world!"

An A to Z Guide to Partnership Methods and Structure

Partnerships, says writer David Wilcox, are not simply a formal structure, they are a building process. "During that process," Wilcox says, "partners have to work on a multitude of practical tasks, and also develop trust in each other and a shared style of operation."

As the case studies in *The Promise, Power and Performance of Partnering* illustrate, partnerships and joint ventures vary considerably based on needs, goals, organizations and relationships. And, as Wilcox points out on his Web site (www.partnerships.org.uk), it is difficult to provide a single definition that would account for all of their forms.

When they are good, partnerships bring people together to share risks, skills and resources. When they are better, they provide catalysts for networking and forging strong community ties; they garner visibility and support. And when they are at their very best, the achievement is often far beyond what the partners could have envisioned or accomplished working alone.

One of the tools Wilcox provides in his online partnership kit is an alphabetized guide to the methodologies and structures of partnerships. Excerpts from his *A to Z of Partnerships and Networks* are reproduced here to offer easy access to basic partnership structures and characteristics.

Accountability means knowing who is answerable to whom – often difficult in a partnership or network where paid staff have different employers, and activists a range of allegiances. To clarify accountability in practice consider:

- Who can stop someone from doing something?
- Whose permission is needed for someone to act?
- Who pays them?

Think of accountability through a process of community involvement as well as representation, and in relation to specific projects as much as structures.

Ideas won't keep, something must be done about them.
— Alfred North Whitehead

Action plans answer questions such as: What do we do next? Who does it? With what resources? Action minutes after meetings should clarify accountability and ensure something happens.

Activists is used here to mean those people active in local organizations and/or developing projects for community benefit, but who are not paid workers. While clearly key people to involve in partnerships and networks, there is a danger of the same faces dominating and being seen as a clique. To avoid this, and involve more people, do some networking and run workshops.

Agendas are the traditional means of planning a formal meeting, circulated with background papers. Workshops need a different approach, with charts, Post-its® and other ways of stimulating interaction.

Agendas – hidden
The different interests in a partnership or network will have different aims and agendas for achieving them. Success comes from finding where these agendas overlap. Conflict develops from lack of understanding or disclosure. The question is: "What are we trying to achieve – together?" Finding the answer usually requires a process to develop trust, projects with priorities – and recognizing that communities are not uniform but include many different interests.

Allies are sometimes needed when forming a partnership. An ally can provide personal support, act as a sounding board, offer advice, host meetings, champion your ideas.

Attitudes
Some of the main barriers to participation and partnership lie in the attitudes people bring to the process. Some participants may lack confidence or feel action is not their responsibility. Some may see getting the job done quickly as a top priority, even if it doesn't meet the needs of all concerned. Help people to get to know each other and broaden their ideas through workshops and socials.

Barriers to partnership may include:
- One partner manipulates or dominates
- Differences of philosophy and ways of working
- Lack of communication
- Unequal and unacceptable balance of power and control
- Unclear, hidden or incompatible agendas
- Some partners brought in late

Address these through a process to build trust.

Beneficiaries

Partnerships are generally formed with the expressed intention of providing some wider benefit ... but there is always a danger that they become inward looking. Who are the intended beneficiaries? Do they get a say?

Brainstorming

Brainstorming is defined as a means of getting a large number of ideas from a group of people in a short time. It is one of the most widely used workshop techniques, and useful when partnerships are trying to shape their agenda and tackle problems creatively.
After you have defined the problem or question:

- Consider every idea you can. Don't discuss or reject any.
- Record ideas on a chart – one idea may spark another.
- When ideas dry up, cross off those agreed as ludicrous.
- Look for common themes and possible solutions.
- Draw up an action plan.

Think sideways! — Edward de Bono

Business planning

Any partnership which aims to keep going in the long term needs a business or development plan. The plan should balance the costs and income of three parts of its operation:

- The projects, products or services provided
- The core staff, premises and equipmen.
- Any fund raising

The business plan should cover at least two to three years and show how fund raising and any income earned from projects covers the core costs.

Champions

Partnerships work because of people. You will need to find people prepared to champion the idea within potential partner organizations and in the wider community. Value these allies, and bring them together in social as well as formal events.

Change

Partnerships usually involve change: seeing things from other people's point of view, respecting other people's ways of doing things and changing your own. This can be threatening, but it can also be enormously creative. It can be painful, but it can also be fun. Either way, it takes time, which is why creating partnerships should be seen as a process, not a structural fix.

Charts

These may be flip charts – pads of large paper used with an easel – or simply paper tacked to the wall. They are an essential tool of partnership-building, because they help you break out of committee mode. Committees need agendas and minutes – workshops need charts.

In using charts:

- Stick them up as you write them so people can see early work.
- Offer the pen to others in the group.
- Keep charts or photograph them as a record.

Commitment

The center line of partnership-building is gaining commitment. It depends on developing a shared vision and some ownership of the ideas which are to be put into practice.

Checklist for meetings

To improve your committee meetings, get members to agree to:

- Read papers beforehand and bring them to the meeting.
- Check what they don't understand and research background.
- Turn up at the right time and stick to the agenda.
- Think before speaking and listen to other people.
- Seek decisions on which all can agree.
- Record what needs to be done.
- Read the action minutes and take any action necessary.

Communication

Effective communication involves considering how your message will be received as well as how you send it. The meaning of any communication lies in the response you get. Obvious barriers are:

- Lack of clarity about what you want to get across
- Jargon
- Hostility to you or your organization
- Lack of credibility in the message or the person giving it

Information is giving out; communication is getting through.
— Sydney J. Harris

Community

Community is a term so widely applied that it is in danger of losing any meaning, like members of the public. Aren't we all? It is more useful to think of a large number of over-lapping communities distinguished by the characteristics of their members, and the common interests which tie members together and give these characteristics a shared significance. Because individuals may belong to many different communities at the same time, different allegiances may pull people in different directions. There are likely to be competing and conflicting interests within communities.

Do not do unto others as you would that they should do unto you. Their tastes may not be the same.
— George Bernard Shaw

Control in partnerships tends to lie with those who have the money, skills and administration – however well intentioned they may be in seeking to involve others. For that reason partnerships formed around existing organizations may seem very unequal to other participants. Ways around this include:

- Checking whether "partnership" is the right label for what is being attempted. Would consultation or contract or sponsorship be more appropriate?
- Being explicit about accountability and terms of reference.
- Setting up formal partnerships when the aim is to share control.
- Dispersing control by creating a network structure around projects.

Costs

Partnerships do cost time, money and commitment if they are to work. Consider whether the costs outweigh the benefits.

Electronic forums

E-mail and the World Wide Web make it simple (for those online) to engage in collaborative working or discussions without having to be in the same place, or on the phone, at the same time. Forums can be another tool of community involvement – but are no substitute for 'real' meetings.

E-mail

E-mail transforms partnerships in two ways: First it enormously increases efficiency of operation through easy one-to-one messaging, and many-to-many electronic forums. Second, it challenges hierarchies and makes it easier to operate through equal-status teams. Since anyone can communicate with anyone else anytime, decisions don't have to wait on committee meetings.

Events

Partnerships are built as much through the relationships of people as formal structures, and the way to build relationships is by bringing people together. Events are the milestones in the process of creating a partnership; whether formal events like steering group and board meetings, presentations or launches, or informal events like breakfast briefings, lunches or socials.

Face-to-face

As opposed to face-to-screen ... F2f is used particularly by people online to remind themselves that sometimes the best way to communicate is to put one head in front of another, preferably in a convivial environment.

Facilitation

Facilitators are to workshops what chairpeople are to committees. They use charts, Post-its® and other techniques like brainstorming to help groups establish priorities and develop action plans – rather than work through a formal agenda. You need both in partnerships.

Factors for success may include:

- An agreed need that a partnership is necessary
- An agreed strategy with clear objectives

- Respect and trust between different interests
- Compatible ways of working, and flexibility
- Being effective at managing and delivering
- Time to build the partnership

Five Ws plus H

A simple checklist to help you think of issues:

What are you trying to do, decide, explain?
When must you start and finish?
Why is it necessary?
Who needs to be consulted, involved?
Where is it happening?

H stands for How, which follows the Ws.

The simplest questions are the hardest to answer — *Northrop Frye*

Fund raising

In planning any fund raising consider:

- What do you need the money for, and how much? Do a budget.
- When will you need it? Produce a time line.
- What will you do if you can't raise the total you need?
- Who is likely to fund you, and why should they support you?
- Will you need more money later when initial funds are used up?

Governance is the issue of "who is in charge – ultimately." In an organization or company it is clearly the management committee or board. Governance and accountability is less clear in a network, which may raise concerns if the network is dealing with public funds and community concerns. This may be dealt with by transparency, community involvement and participation.

A **launch** can be useful both externally and internally:

- It provides a formal start line if used at the beginning, when you can outline the overall process and your stance to others.
- It is a good time to attract media coverage.
- It is an opportunity for social contacts.
- It is a deadline for making decisions and preparing materials.

Media

The media is mainly in the business of interesting and entertaining its users, and of selling itself or advertising. It is not there as a public service to promote your ideas or project. Journalists judge what is news against "news values" which generally include:

- Conflict (where's the commotion or fuss)
- Hardship (how many hurt, who is in danger)
- Oddity (that's unusual)
- Scandal (sex, corruption)
- Individuality (what an interesting person)

- Disclosure (we can reveal)

> *News is what somebody somewhere wants to suppress; all the rest is advertising.*
> — *Lord Northcliffe*

Local journalists have a more relaxed view than Lord Northcliffe, but you do need to consider what's in the story for them. In producing a media release, make sure you have answered the Five Ws plus H.

Meetings are at the heart of partnership-building processes, whether social get-togethers, committees, workshops or public meetings.

For effective meetings, consider:

- Style of the meeting. If it is to be a creative workshop rather than a committee, make sure people know that in advance.
- An accessible venue (public transport, disabled access).
- Child care.
- What information and notice is appropriate beforehand. Provide papers with options for formal meetings, but only an outline for a workshop so that people are spontaneous.
- Any aids you will need: charts, projectors etc.
- The layout of the room, and the ability to break into small groups. Avoid a platform and lecture-style seating.
- Good management of the meeting itself, and follow-up.

Money

Any partnership undertaking substantial work has to consider whose bank account holds funds, and who can sign the checks. This consideration, more than any other, is likely to determine the structure of a partnership. The account could be with an existing organization, or that of a new partnership company. "Networky" partnerships may be able to manage by different teams using different organizations as fund holders.

Networks

We are all members of networks – of friends, family, work, acquaintances, hobbies. Communities are lots of interlinked networks. Online communication makes it much easier to develop and sustain networks and to add to the richness of the connections they offer. Networks place more emphasis on connections between individuals than partnerships formed by bringing different groups or organizations together. Networking is the important business of making informal contacts, chatting and picking up further contacts. It is the way to learn:

- What issues people consider important.
- The sort of ideas and language they find familiar.
- Who are the key people and organizations – the stakeholders.

Networking is important before other more formal information-giving like producing leaflets, staging exhibitions and holding meetings. National networking organizations may also be able to provide you with local contacts and similar projects elsewhere. Online communication has added another dimension to networking because it is possible to keep in touch more easily and cheaply.

Not invented here
The opposite of ownership, and one of the most significant barriers to participation and partnership. People are far more likely to participate effectively in partnerships if they play a role in developing ideas and action plans. Networks may enable people to maintain their own territories, but still require some shared commitment.

Outcomes describes those general results of plans and actions which you are seeking to achieve. Thinking in terms of outcomes which you may see, hear, feel as well as the more abstract aims and objectives should help clarify what to do to achieve what you want. For partnerships to work well, the outcomes sought by different parties must dovetail to some extent.

Ownership
The stake that people have in an idea, a project or an organization is fundamental to their commitment. For that reason, early brainstorming workshops, where everyone has a chance to contribute ideas, are important.

The more you let yourself do, the less others let you do.
— Friedrich Nietzsche

Partnerships
Partnerships are formal or informal arrangements to work together to some joint purpose.

- Informal partnerships work best when the project is specific and clearly achievable.
- Where the task is complex and long term, it may be necessary to create a more formal structure for decision-making.

All animals are equal, but some animals are more equal than others.
— George Orwell

Partnership building
Partnerships, like relationships, take time to develop. Are partners after the same thing (outcome)? Do they have the same idea of what is important (values)? Do they trust each other? It may be helpful to think of developing a partnership as a four-stage process:

- Initiation: something triggers the idea of a partnership
- Preparation: the initiator plans how to involve others
- Action: the partnership is formed
- Continuation – or separation

Post-it notes®
A great technical aid to collective decision-making, and an improvement on basic brainstorming. When running workshops give people pads of Post-its® to write their ideas on, then stick them on a chart and move them around into groups.

Power
Issues of power and control are central to the development of partnerships. For example:

- Do all key interests have an equal ability or opportunity to participate in developing the partnership if they wish?
- Who designs the partnership building process; to whom are they accountable?
- Who sets the timetable and controls the funds?
- Who makes the final decisions?

The rhetoric of partnership can often be used to disempower people if it is used – consciously or unconsciously – to mask these fundamental questions. Partnerships should aim to increase the "power tools" of partners while avoiding imbalances unacceptable to some partners.

Priorities

One effective means of clarifying the purpose and values of a partnership is to brainstorm project ideas, and then as a group to prioritize what is most important, and what has to be done first.

Private sector partners

Businesses, large or small, are a large part of any community.

- Companies may be able to offer help in-kind, such as premises, equipment and staff time. Occasionally they may offer funding.
- In the long term local businesses are the key to local prosperity and a healthy local economy.

Purpose

A statement of purpose is a summary in a sentence or two of your intention – your aims and objectives. Statements of purpose may start out as broad intentions. They become meaningful when the aim is followed with statements about how it will be achieved. There may be a number of these how-to statements which are objectives. If they are measurable, they become targets.

If one does not know to which port one is steering, no wind is favorable.
— Seneca

Representation

The conventional way to address accountability is to elect or appoint people from different interest groups who can speak for their organizations and make decisions. This may not be appropriate where the focus is on delivering a number of short-term projects through a network approach. Instead aim for community involvement to ensure those interested have a say and/or play a part.

Rhetoric

Unfortunately there is often an inverse relationship between the extent to which organizations say they want to work in partnership, and the extent to which they practice what they preach. In order to challenge an excess of rhetoric, ask exactly how interested parties can participate. Is there any shared control? Does power to act lie with only one partner? Who benefits? One advantage of a written agreement is that it makes these issues explicit.

Small groups
Large meetings and committees are usually unsatisfactory for working through difficult issues. Take some time to break into groups and report back. Keep the group between three and eight in size. Avoid formal group leadership. Encourage all to participate, with someone recording ideas on a chart.

Socials
Among the committee meetings and workshop sessions, allow time for social events where people can get to know each other informally and develop relationships. Celebrate success, keep each other cheerful during tough times.

Structures
Successful partnerships are not created solely by choosing the right structure, any more than marriages are made just by marriage vows. Partnerships should be founded on a clear purpose, trust and appropriate projects – and that takes a partnership-building process over time.

Team building
Team building is the process of helping a group develop shared aims and objectives, values and a plan to put them into action. People working together are better able to get to know each other than, for example, members of a management committee meeting every month or two – so team-building workshops can be particularly important for partnerships. Any committee, group or team needs clear terms of reference covering:

- The purpose and membership of the group
- Who services it
- How often it meets – and for how long
- The topics or issues the group covers
- The power of the group to make decisions
- How the team makes decisions (by vote or consensus)
- What funding it has, and the outcomes expected

Time line
Everything takes longer than you think – even when you know it does. Drawing a timeline is a simple technique to set priorities among activities and events that must be completed in creating a partnership or carrying out a program.

- Draw a horizontal line on a piece of paper.
- Graduate it into appropriate blocks of time (days, weeks, months). The first mark is NOW, the last the completion date.
- Think of all the tasks to be completed.
- Place the tasks on the time line in the order of when they have to be done, and which are the most important to do at a particular time.

It takes time to save time.
— Joe Taylor

Trust is an essential foundation for all aspects of participation and partnership. It comes from working together and discovering shared values and ways of doing things. In order to develop trust:

- Draw out and deal with any suspicions from past contacts.
- Be open and honest about what you are trying to achieve – and about any problems.
- Be prepared to make mistakes and admit them.
- Meet people informally.
- Deliver what you promise.

Values are statements of what we consider important. Since they may be emotive, political and difficult to express, they are frequently hidden. However it is difficult to understand each other or reach agreement if we are unclear about values. Concentrate first on what there is in common by discussing outcomes and how you can get there.

Vision

A vision encourages people to create pictures of what they want. Partnerships need vision.

> *You see things and you say, 'Why?' But I dream things that never were, and I say, 'Why not?'*
> *— George Bernard Shaw*

Workshops are meetings at which a small group, perhaps aided by a facilitator, explore issues, develop ideas and make decisions. They are the less formal and creative counterpart to public meetings and committees.

Zero-base budgeting

This means justifying each budget item based on the cost or need.

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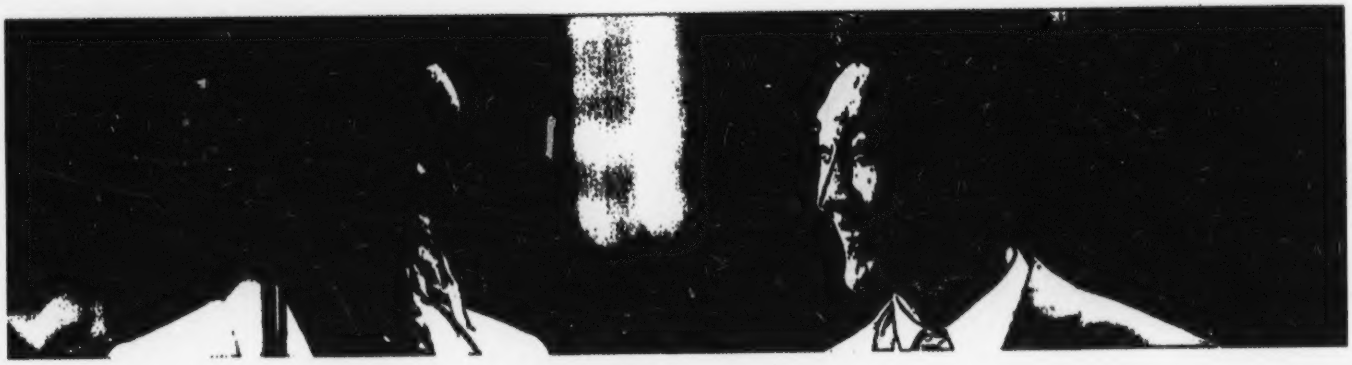

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JOINT VENTURES:

The Promise, Power and Performance of Partnering

California State Library

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